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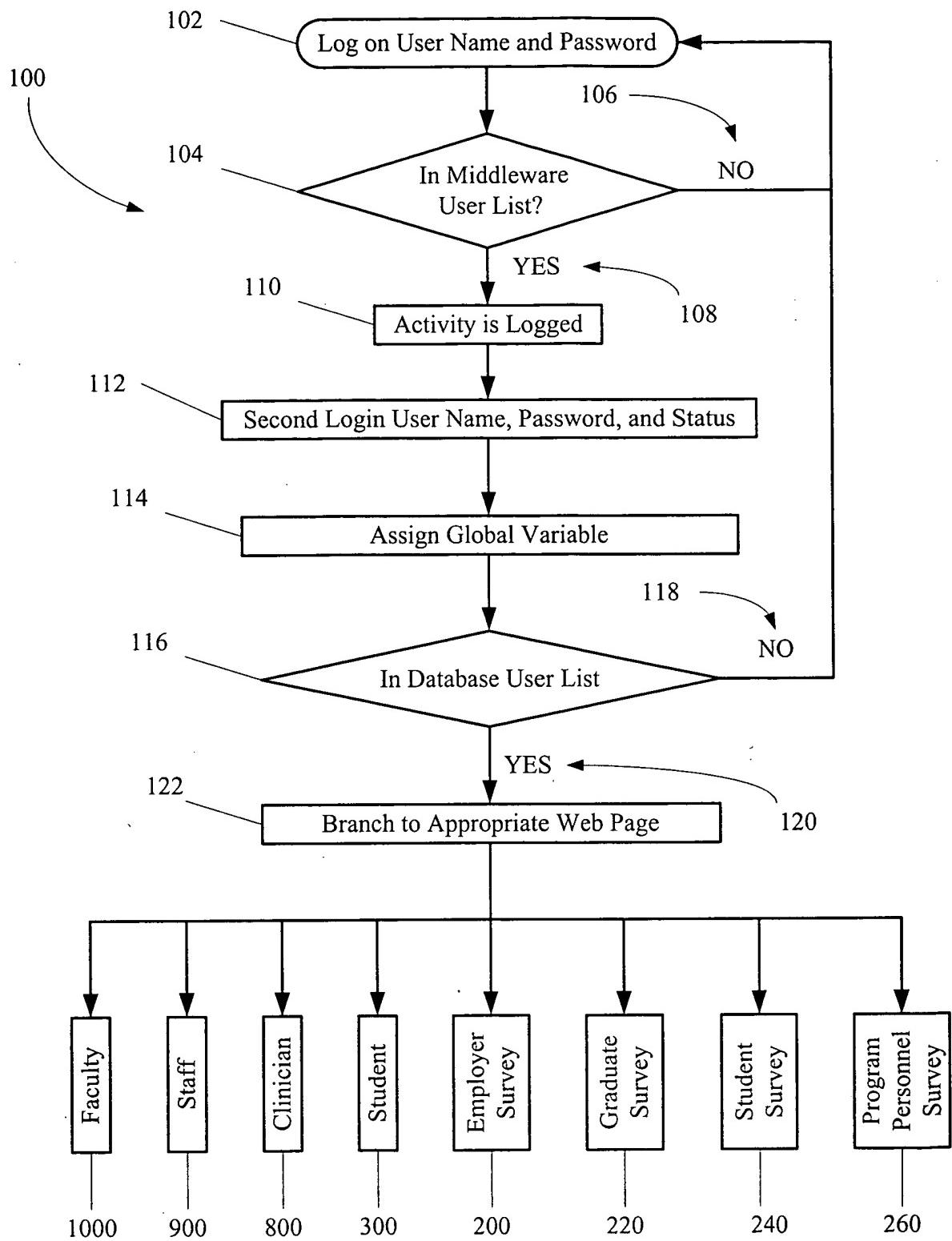


FIG. 1A

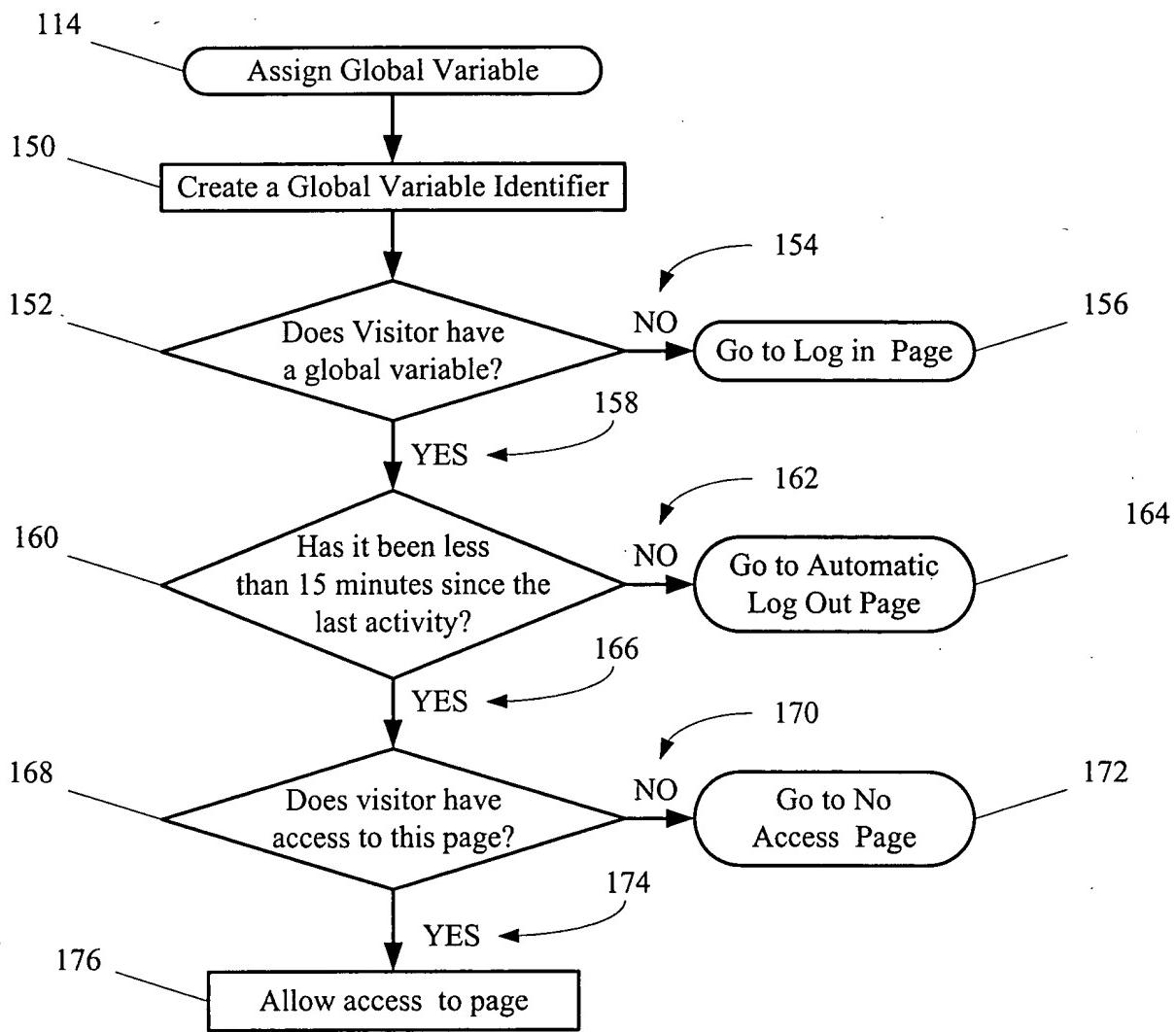


FIG. 1B

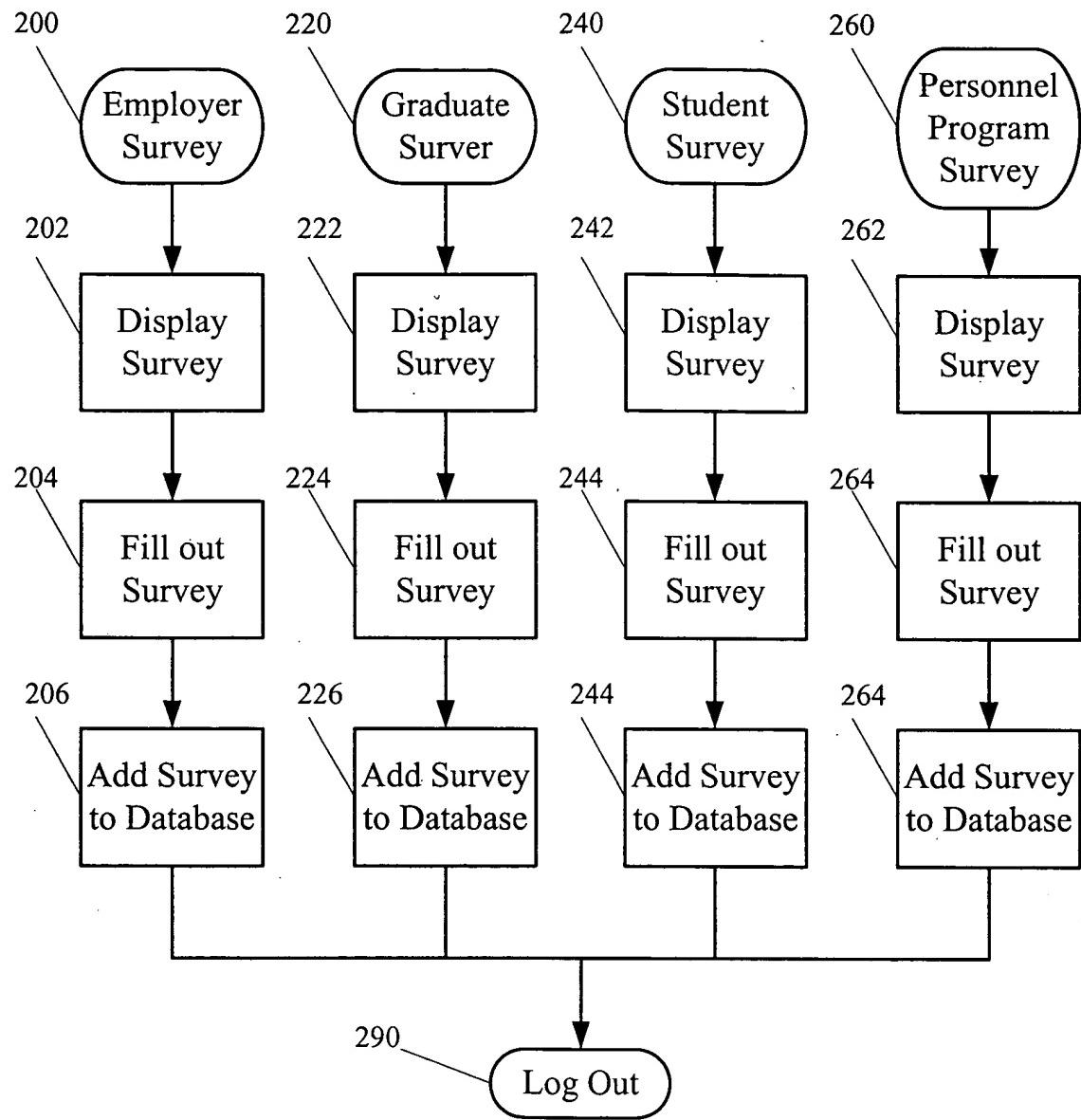


FIG. 2

FIG. 3

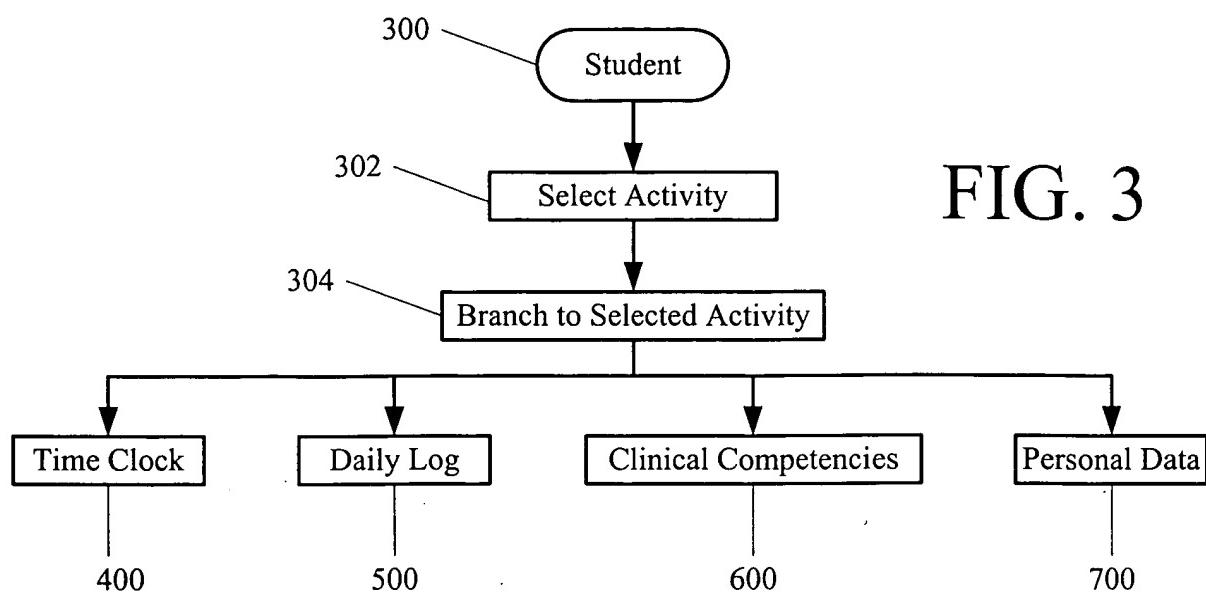


FIG. 4

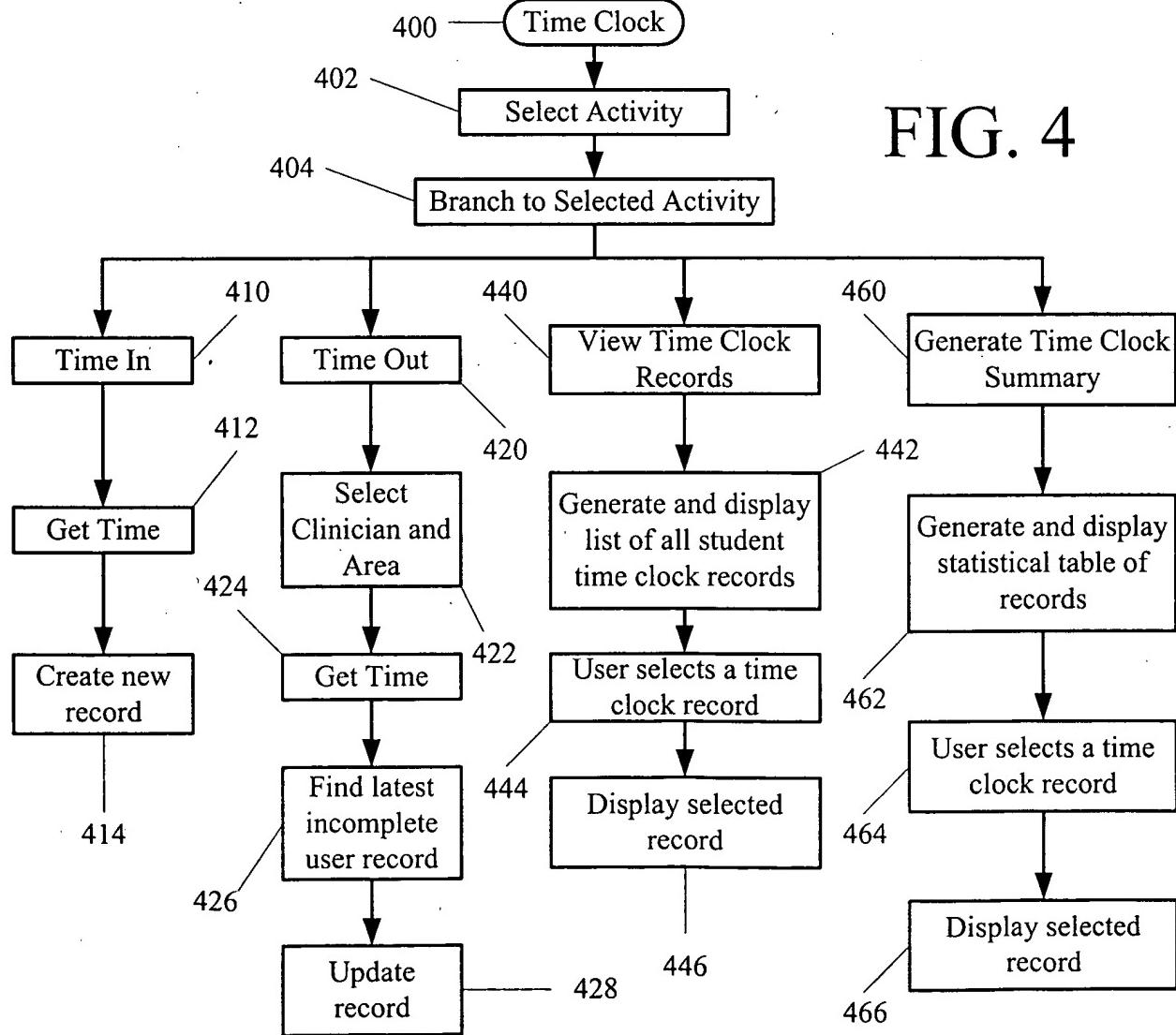


FIG. 5

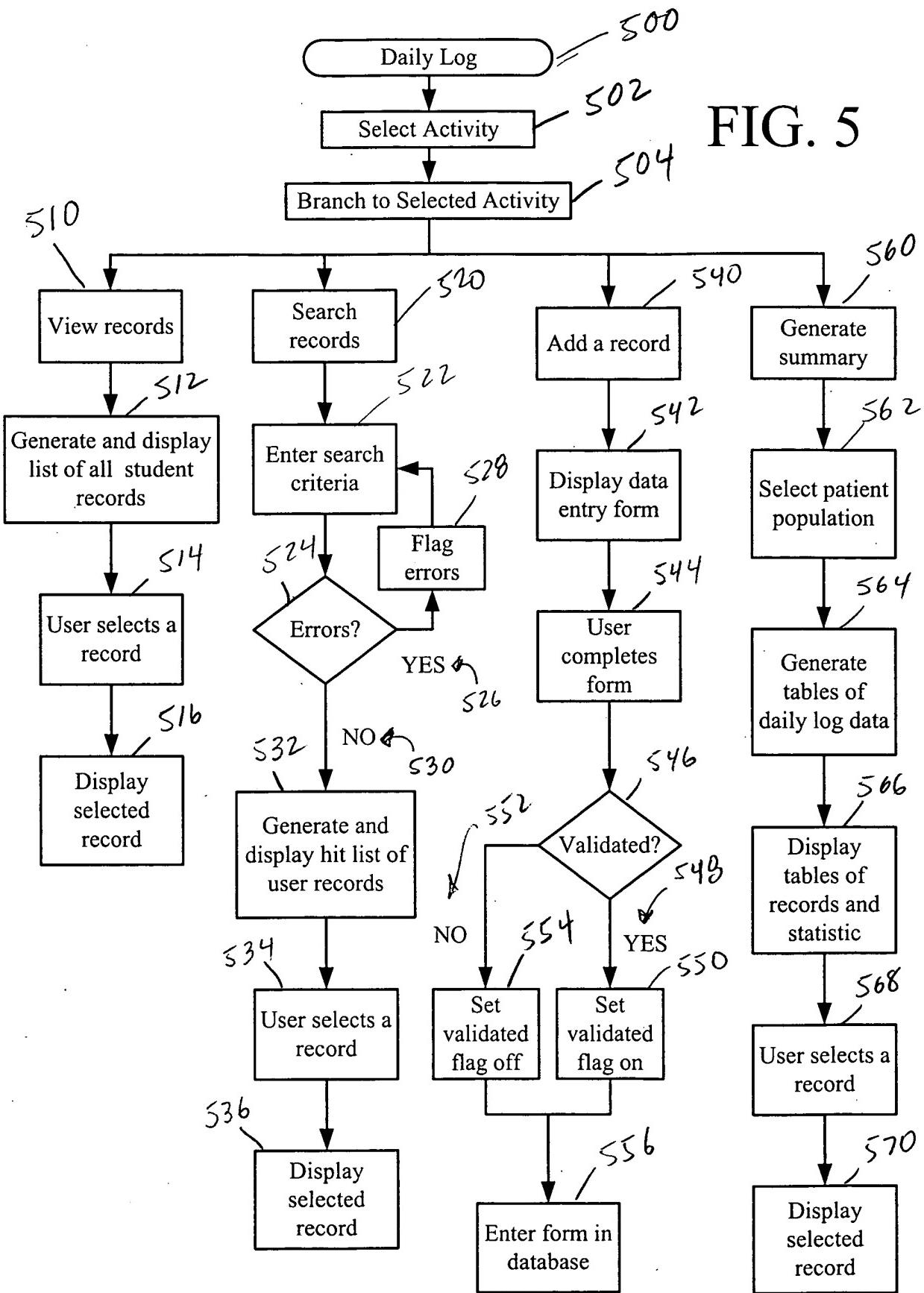
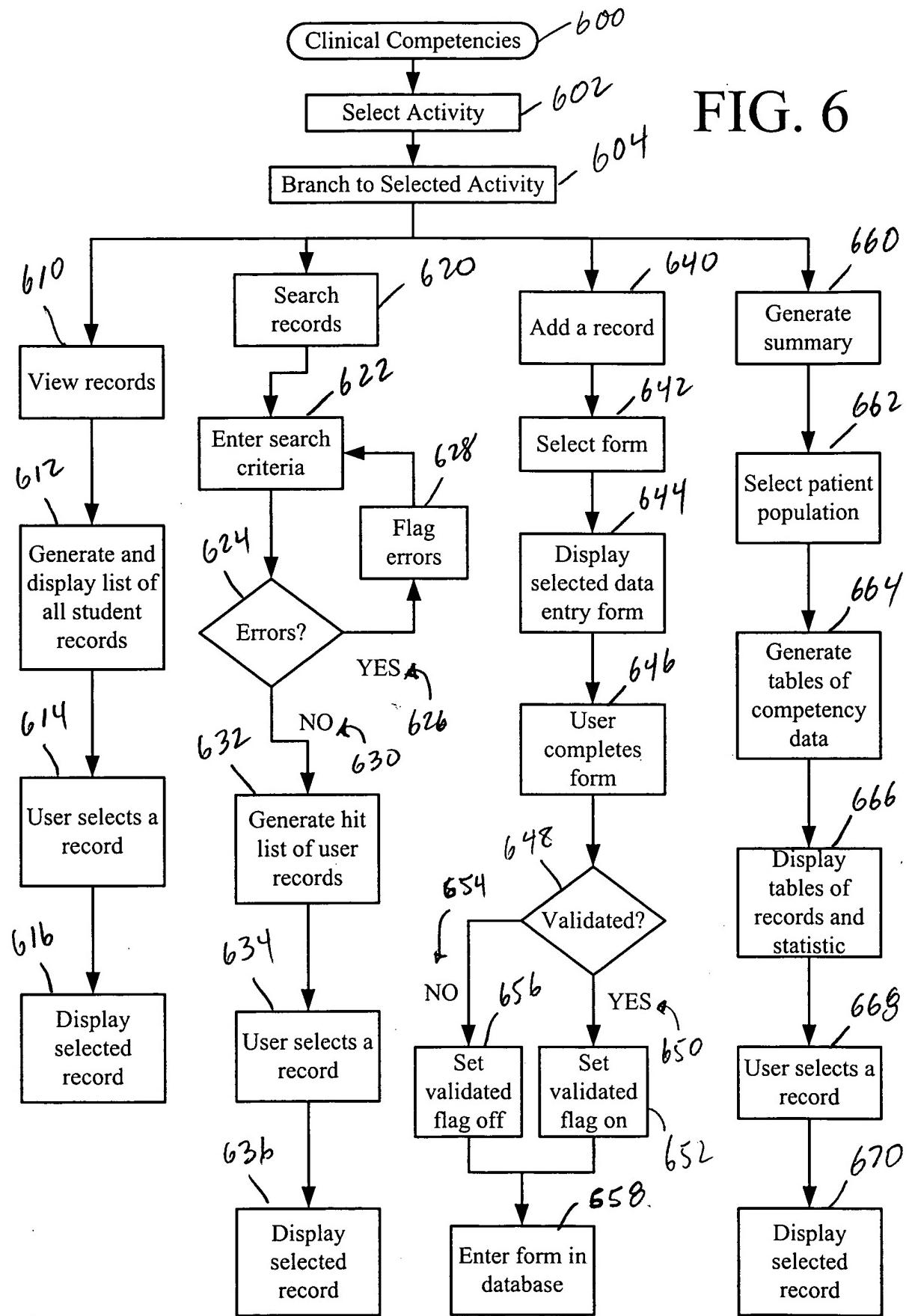


FIG. 6



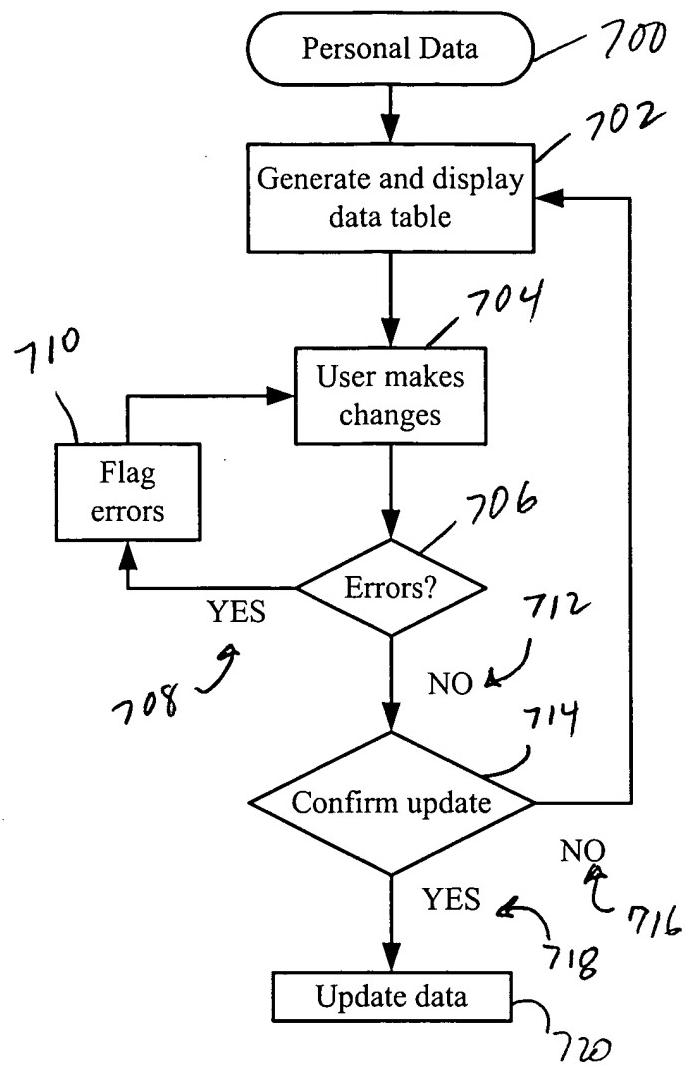


FIG. 7

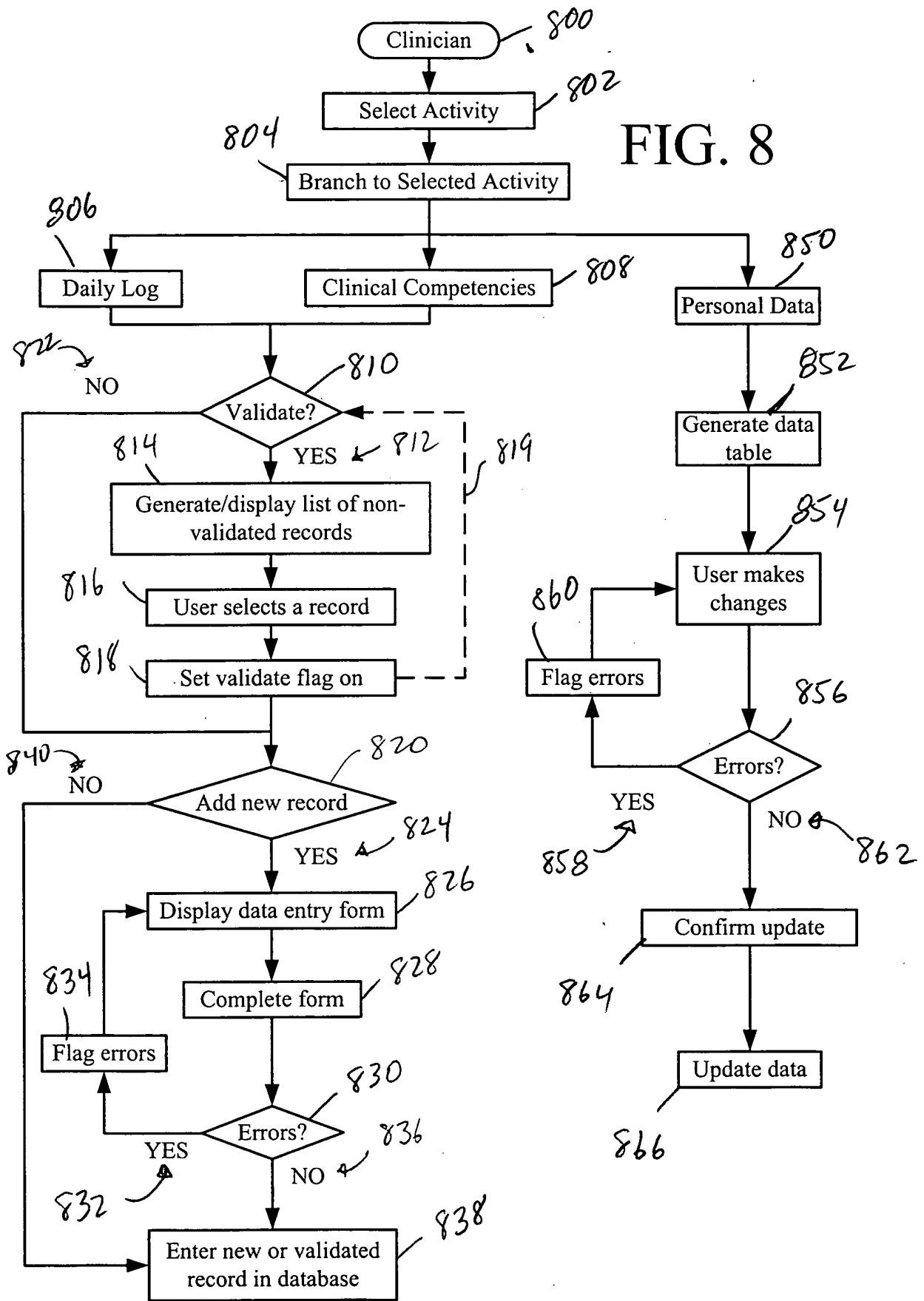


FIG. 8

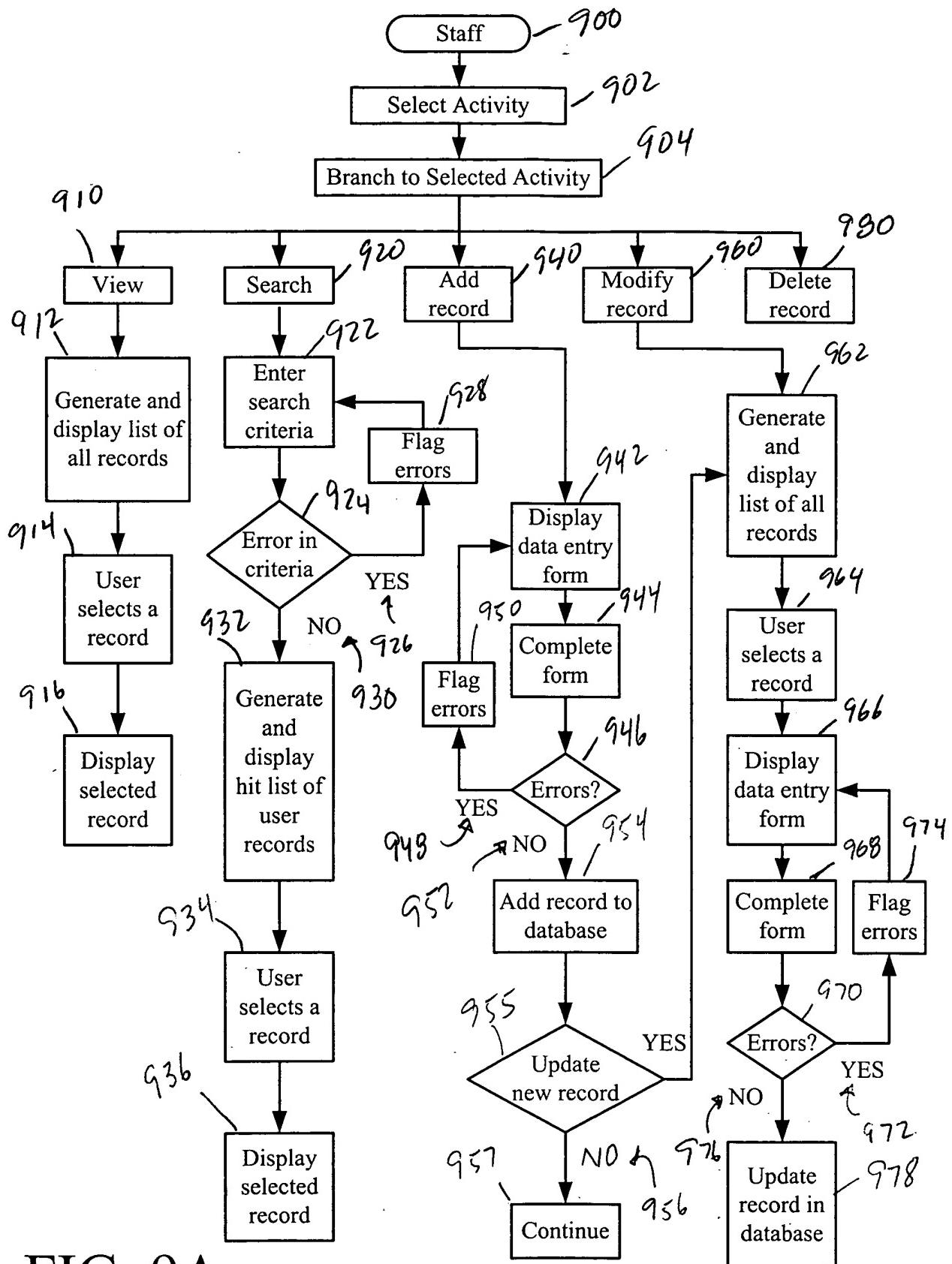


FIG. 9A

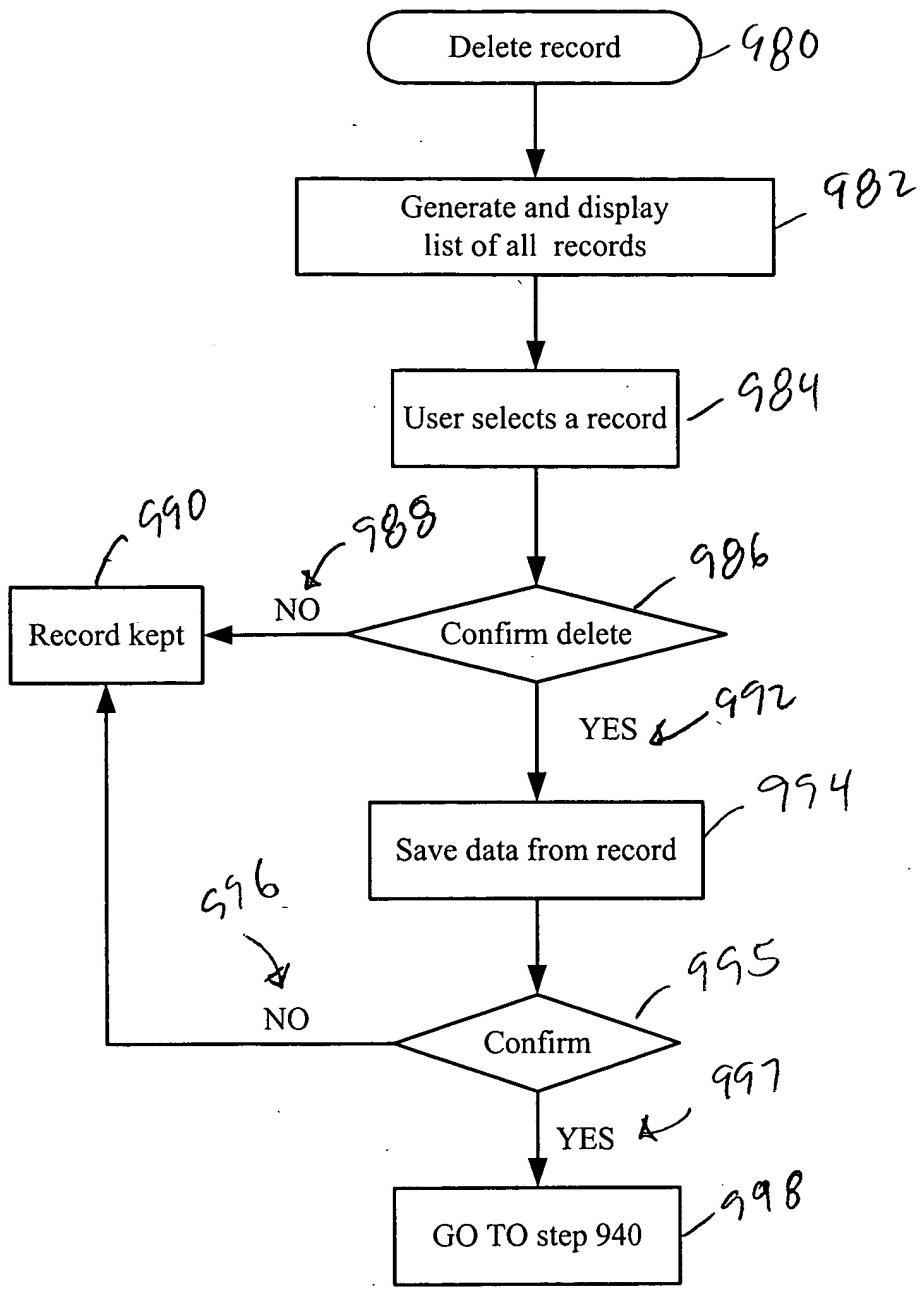


FIG. 9B

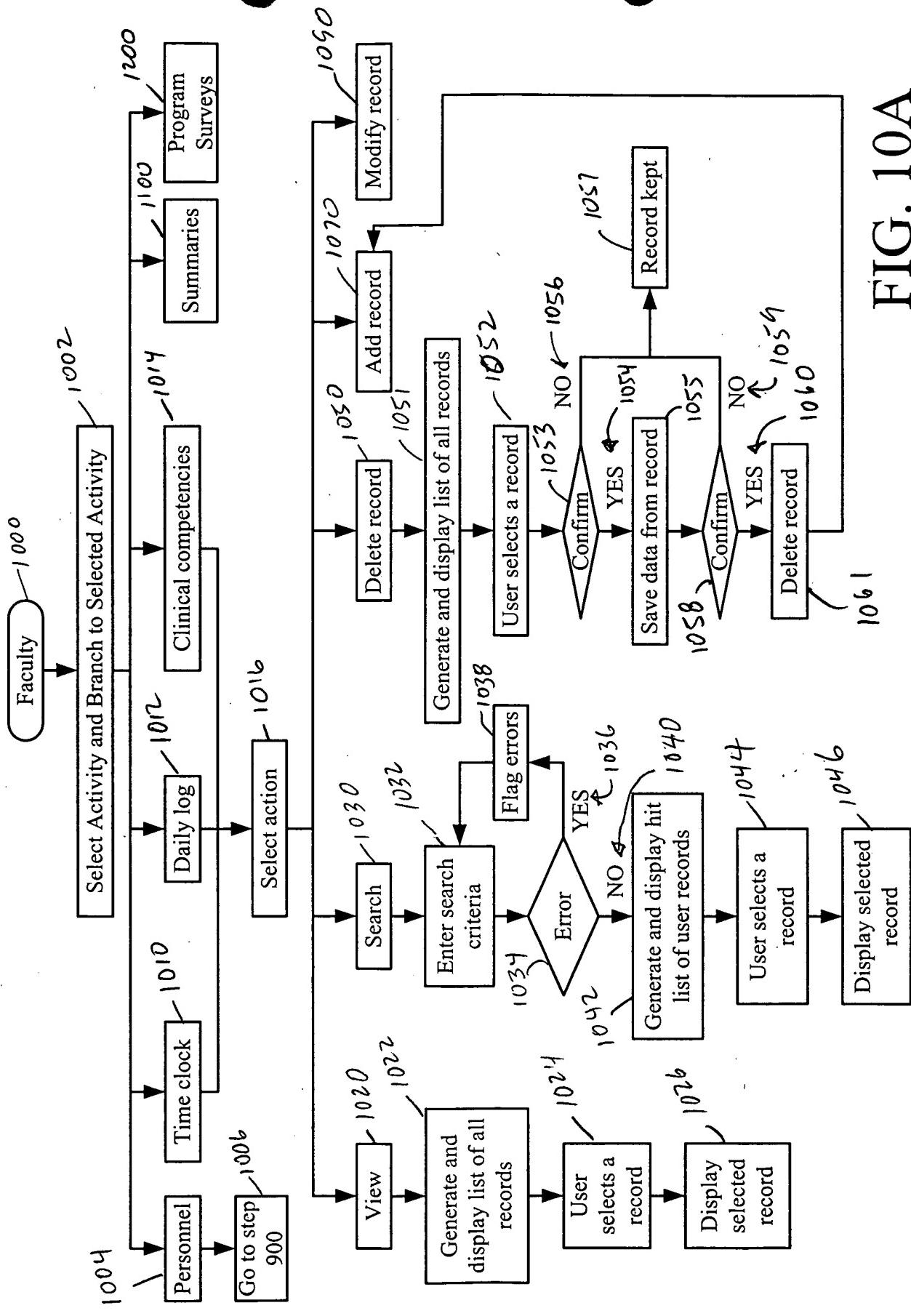


FIG. 10A

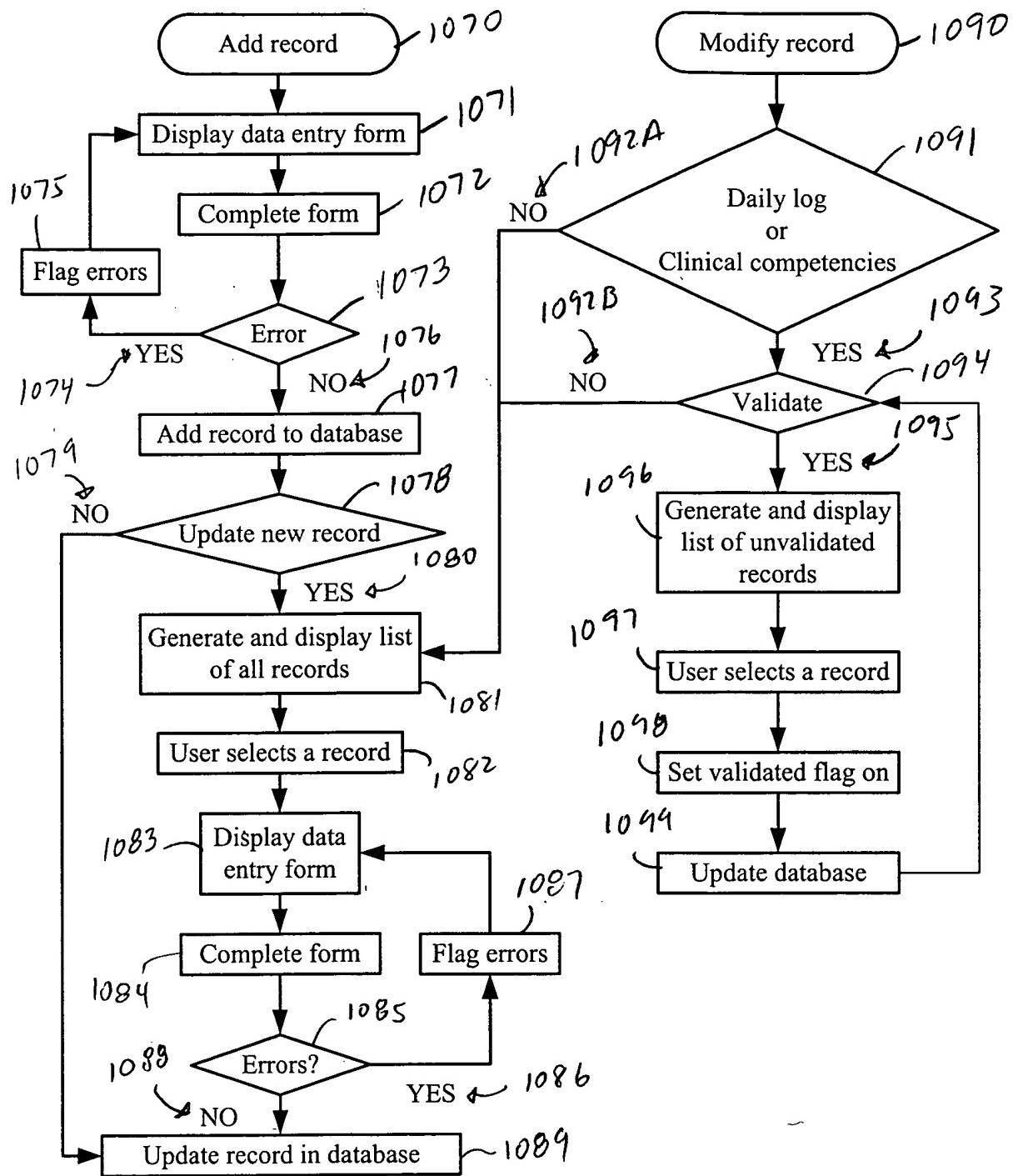


FIG. 10B

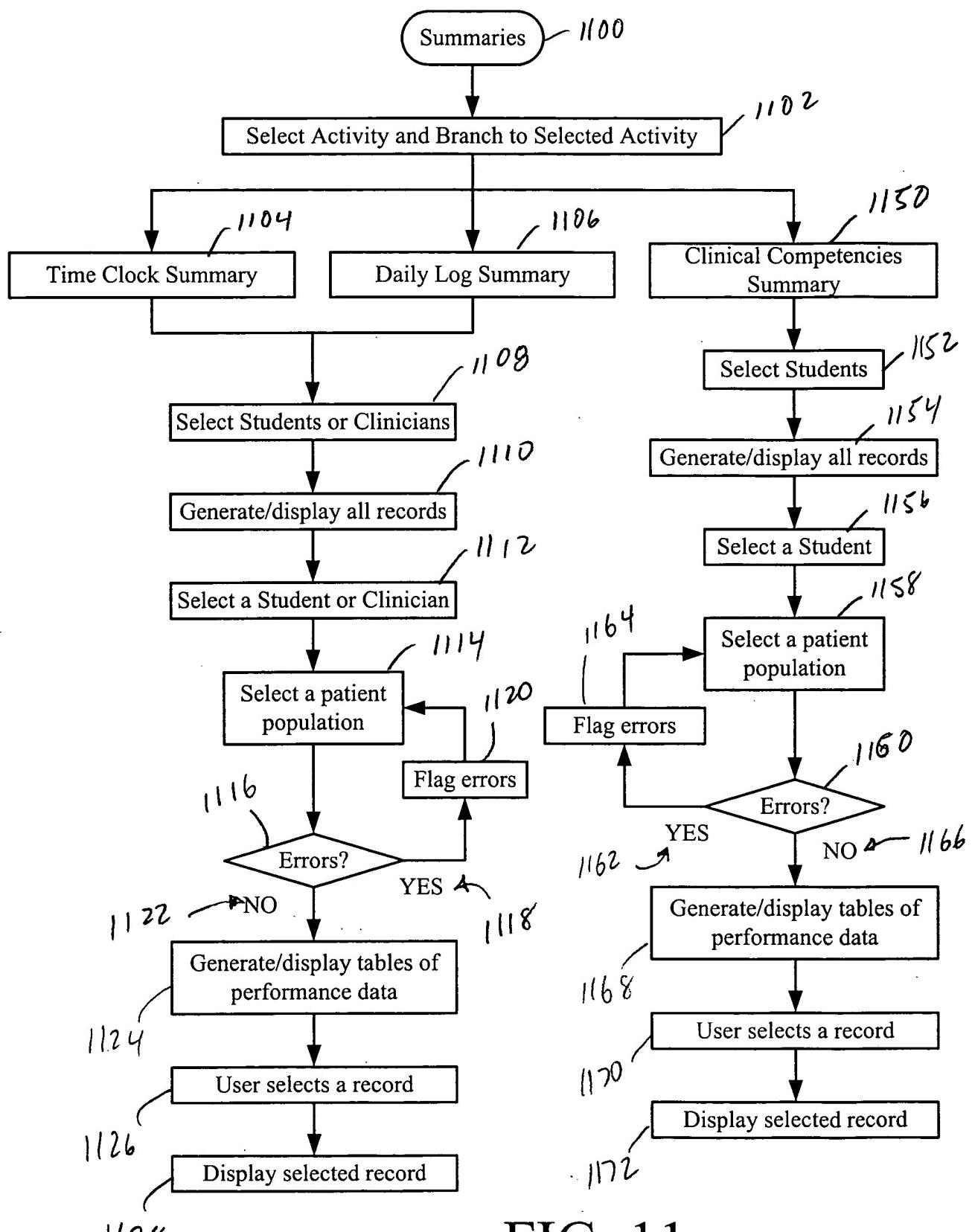


FIG. 11

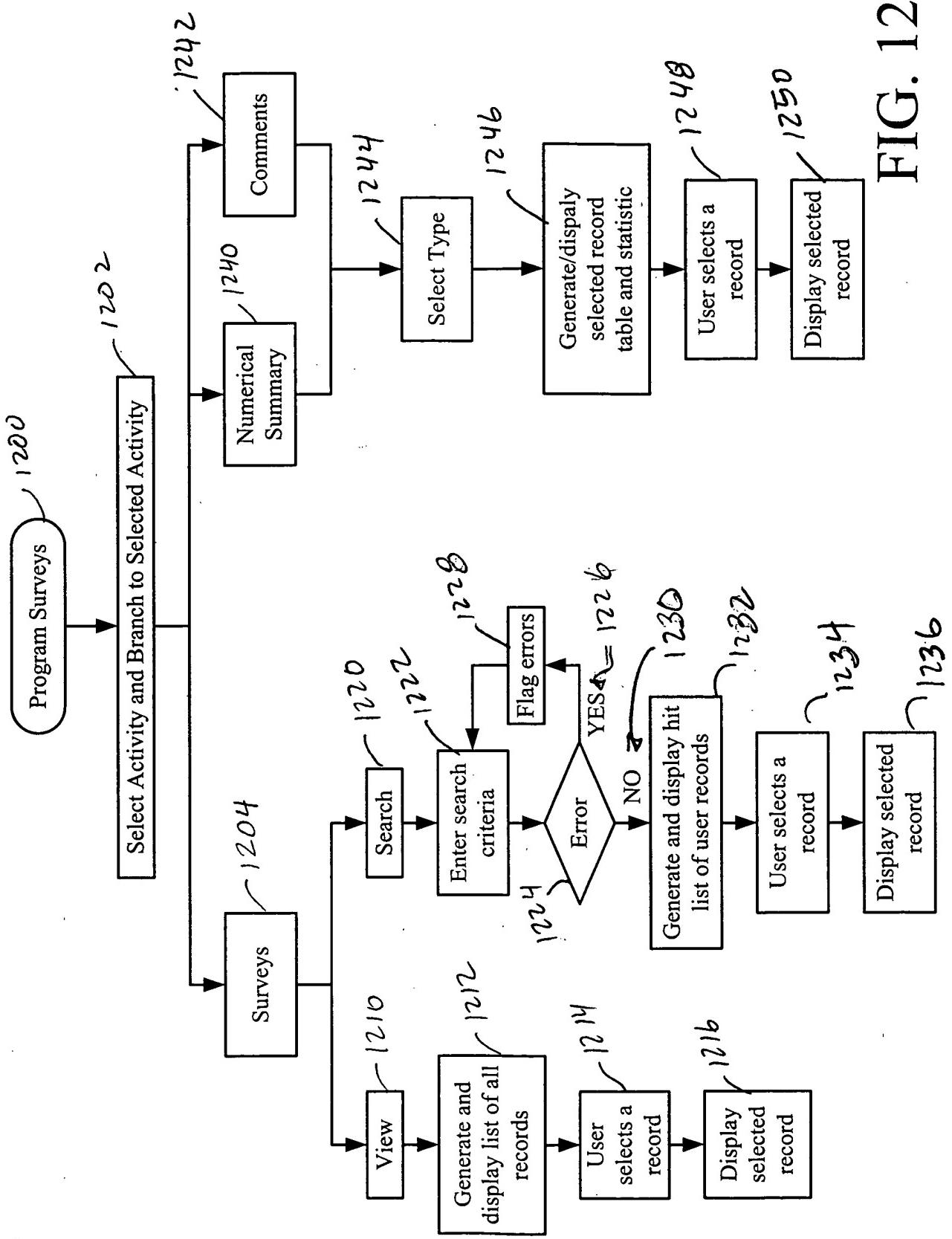


FIG. 12

1300

Respiratory Care

RC Databases

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1302

1304

1308

1312

1306

1310

1314

Public
(NO Login Name or Password Required)

Guest Book

AV Survey

Program Resource Surveys
(Login Name and Password REQUIRED)

Student

Program Personnel

Program Evaluation
(Login Name and Password REQUIRED)

Graduate

Employer

FIG 13 A

1316

1318

The screenshot shows a web page with the following structure:

- Respiratory Care Students** (Login Name and Password REQUIRED)
- Log In**
- Log Out**
- Daily Log**
- Clinical Competencies**
- Preceptors and Clinical Instructors** (Login Name and Password REQUIRED)
- Daily Log**
- Clinical Competencies**
- Academic Faculty** (Login Name and Password REQUIRED)
- All Databases**

Annotations on the left side of the page include:
1316 (near the top left)
1320 (near the middle left)
1324 (near the bottom left)

Annotations on the right side of the page include:
1318 (near the top right)
1322 (near the middle right)
1326 (near the bottom right)

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- have a JAVA capable browser (Netscape Navigator 2.x or Microsoft Internet Explorer 3.x or later versions of either browser) AND
- have JAVA turned ON in your browser.
- These files are best viewed with the latest versions of Netscape Navigator or Microsoft Internet Explorer.

Go to:

| Guest Book | Email | Video |

| General Info | Student Info | Courses | Continuing Ed | Databases |

1328

<http://129.109.157.90/index.html>

FIG 13 B

11/17/1999

Clinical RC Links

Respiratory Care Home Page | SAHS Home Page | UTMB Home Page

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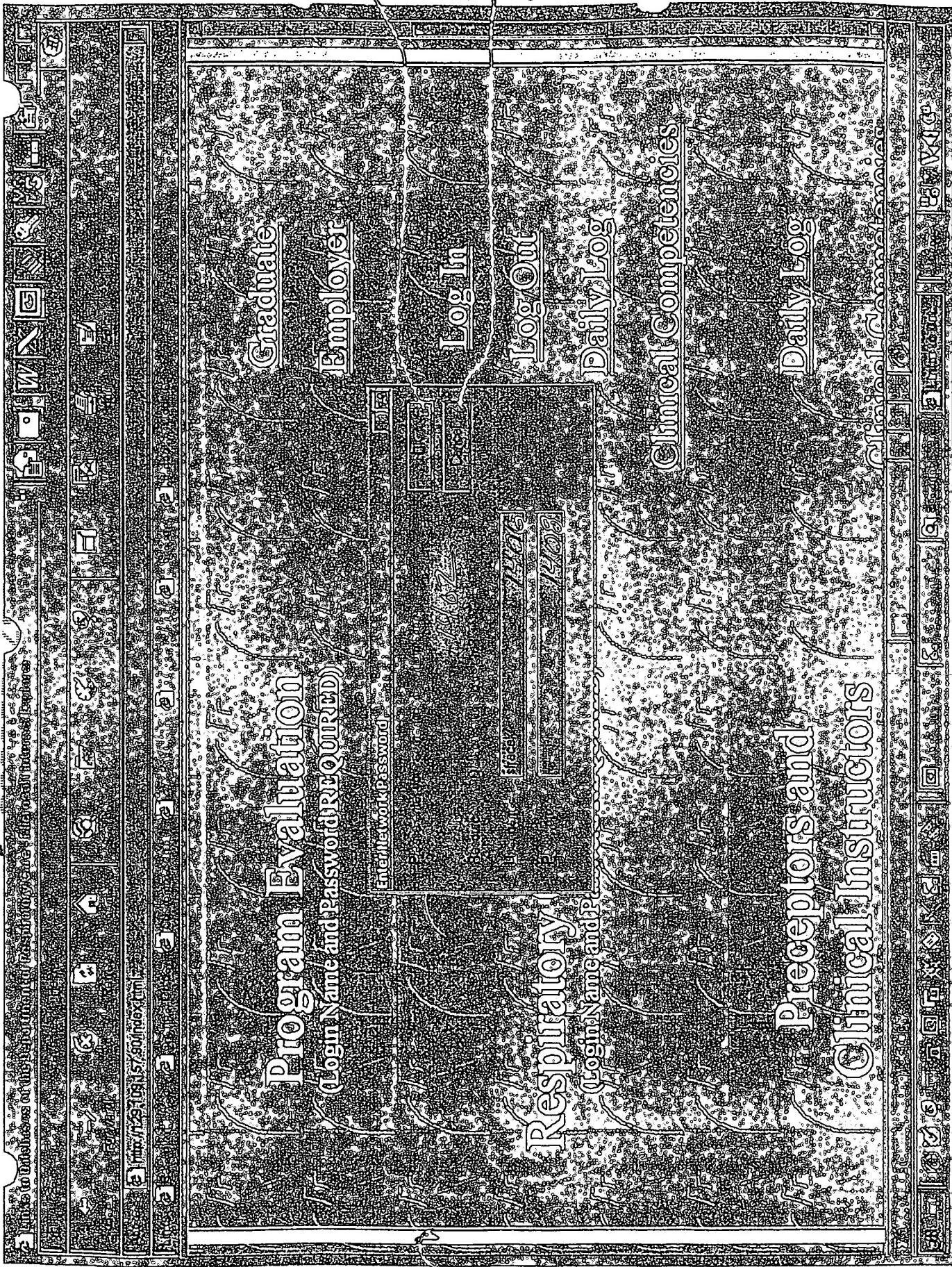
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OR

1328

FIG 13C

3



1410

4

FIG 14B

1430

Respiratory Care

1430

Select Student 1430

S163 Students	1430
Bow Soum	
Childers Marilyn	
DAO Eric	
Duong Kim	
Durr Monica	
Fracek J. Steven	
Grewal Shaloo	
Guandique Ruth	
Hernandez Alondra	
Izquierdo	

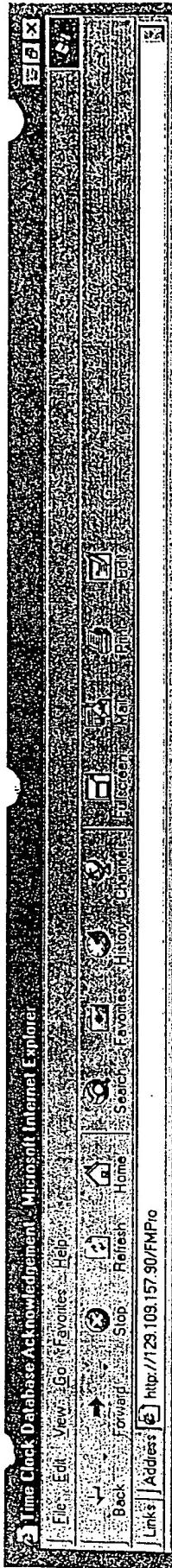
Select Course 1430
Select Courses
RESCE1611 Critical Care Clinical
RESCE1612 Neonatal & Pediatric Clinical

1430

FIG 14C

1430

1430



Respiratory Care

1441

1446

Stephen Fracek, Jr., thank you for filling out the time clock form.

Time and Date In:	3:37:19 PM Thursday, July 8, 1999	Course:	RESC 3631 - Clinical Therapeutics
-------------------	--------------------------------------	---------	-----------------------------------

Please Exit or Quit the browser. The browser will retain your name and password until you exit or quit. Do NOT minimize the browser.

1440

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1445

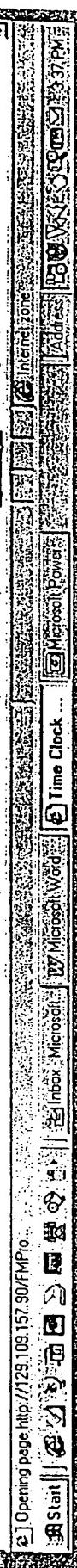
1443

Go to:
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[General Info](#) | [Student Info](#) | [Courses](#) | [Continuing Ed](#) | [Databases](#) | [Clinical](#) | [RC Links](#)
[Respiratory Care Home Page](#) | [SAHS Home Page](#) | [UTMB Home Page](#)

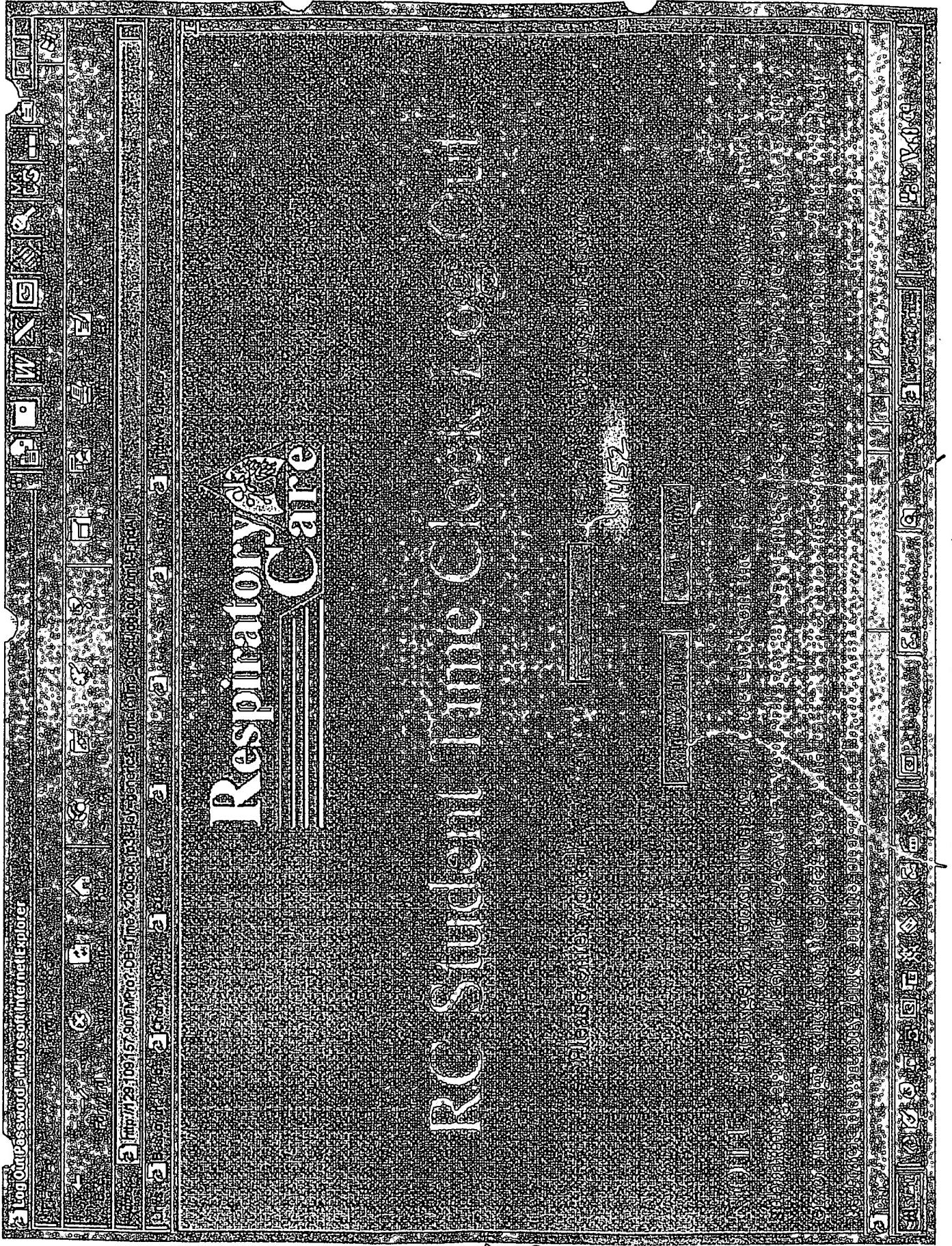
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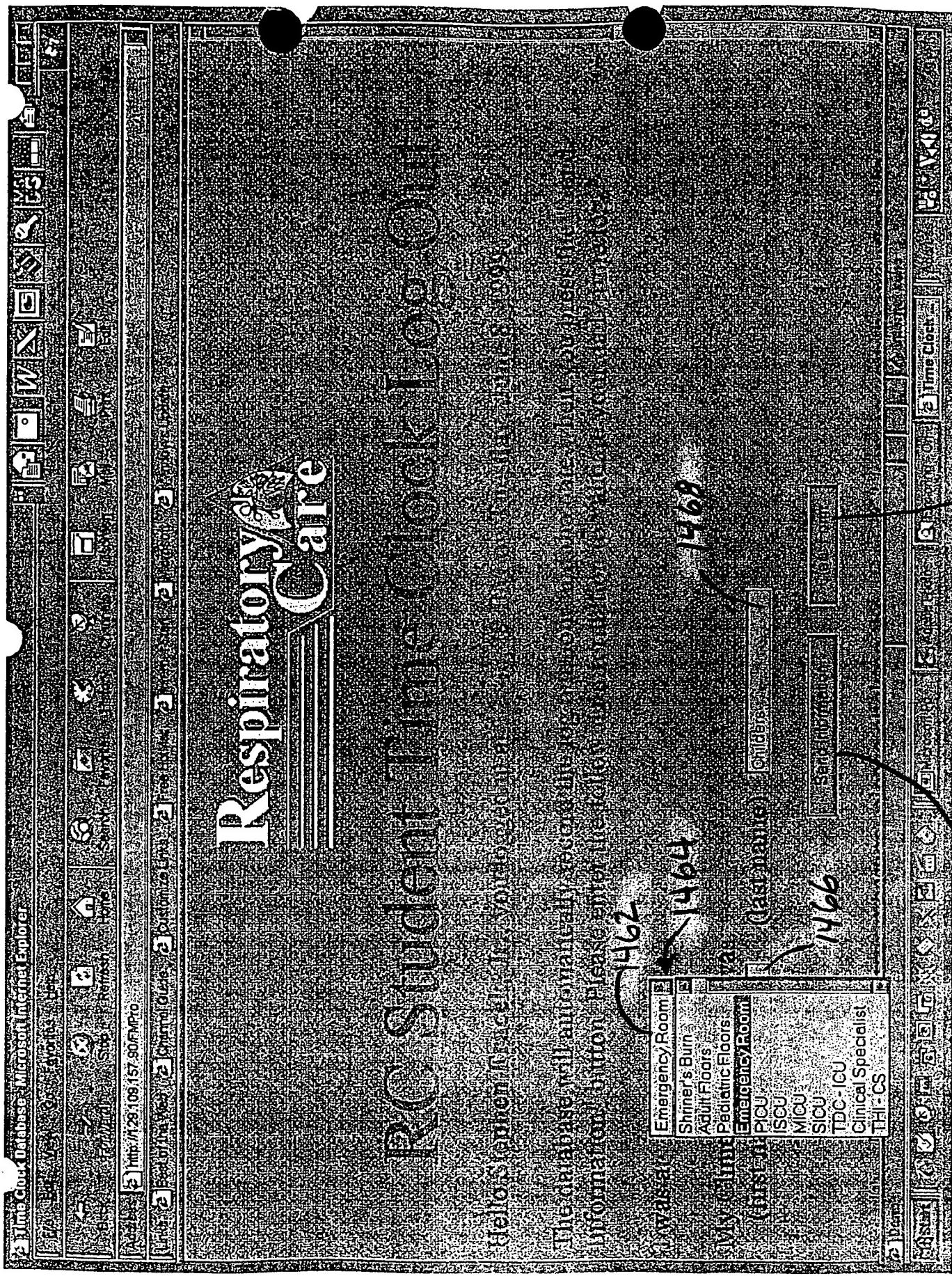
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F1G1 141C





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Back Forward Stop Refresh Home Search Favorites

Links Address [E] http://128.109.157.90/FMP0

Time and Date In:	3:37:19 PM Thursday, July 8, 1999	Course:	RES3 3631 - Clinical Therapeutics
Time and Date Out:	3:40 PM Thursday, July 8, 1999	Location:	Adult Floors
Total Time: (hours)	.04	Clinical Instructor:	Marilyn Childers

Respiratory Care

1481

Stephen Fracek, Jr., thank you for filling out the time clock form. The following information has been recorded:

1484
1485
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Time and Date In:	3:37:19 PM Thursday, July 8, 1999	Course:	RES3 3631 - Clinical Therapeutics
Time and Date Out:	3:40 PM Thursday, July 8, 1999	Location:	Adult Floors
Total Time: (hours)	.04	Clinical Instructor:	Marilyn Childers

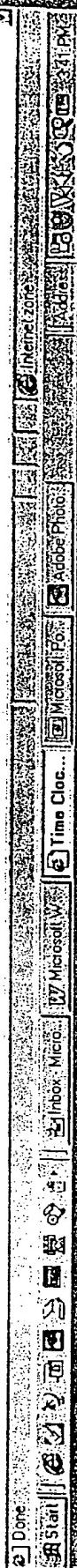
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Please Exit or Quit the browser. The browser will retain your name and password until you exit or quit. Do NOT minimize the browser.

NOTE: If any of the above information is NOT correct please email us and tell us exactly what was incorrect so that we can adjust your time card and fix the database. Thank you.

Go to:

Guest Book	Email	Video				
General Info	Student Info	Courses	Continuing Ed	Databases	Clinical	RC Links
Respiratory Care Home Page	SAHS Home Page	UTMB Home Page				



1496

1	2	3	4	5	6	7	8	9	10	11	12	13

1510 → PATIENT DATA

PROCEDURES OBSERVATIONS PERFORMANCES

Vital Signs	[redacted]	[redacted]
Chest Assessment	1512 →	1524 →
Patient Assessment	[redacted]	[redacted]
Isolation Procedures	[redacted]	[redacted]

1520 → Oxygen Therapy

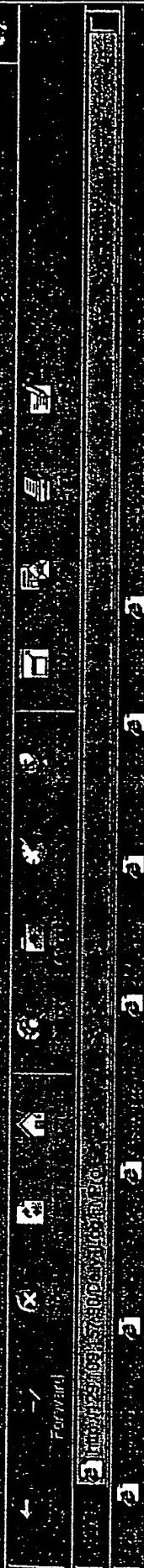
Nasal Cannula	[redacted]	[redacted]
Simple Mask	[redacted]	[redacted]
Venti-Mask	[redacted]	[redacted]
Partial Rebreather	1522 →	1524 →
Non-Rebreather	[redacted]	[redacted]
Pulse Oximetry	[redacted]	[redacted]
Cylinder Transport	[redacted]	[redacted]

1520 → Aerosol Humidity Therapy

PROCEDURES	OBSERVATIONS	PERFORMANCES
Face Tent	[redacted]	[redacted]
Face Mask	1522 →	1524 →
Trach Collar	[redacted]	[redacted]

1	2	3	4	5	6	7	8	9	10	11	12	13

File 15B



Respiratory Care

Thank you, Clinical Instructor, for filling out the Adult Daily Log form for Stephen Fracek, Jr.

Your time is greatly appreciated.

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School of Health Sciences

Forward

Back

Respiratory Care

Clinical Competencies by Unit Rotations

Adult Floor Therapies <i>Not Yet</i>	Pediatric Floor Therapies	Neonatal Floor Therapies
Adult Critical Care <i>Not Yet</i>	Pediatric Critical Care	Neonatal Critical Care
Adult Diagnostics	Pediatric Diagnostics	Neonatal Diagnostics
	Special Rotations	

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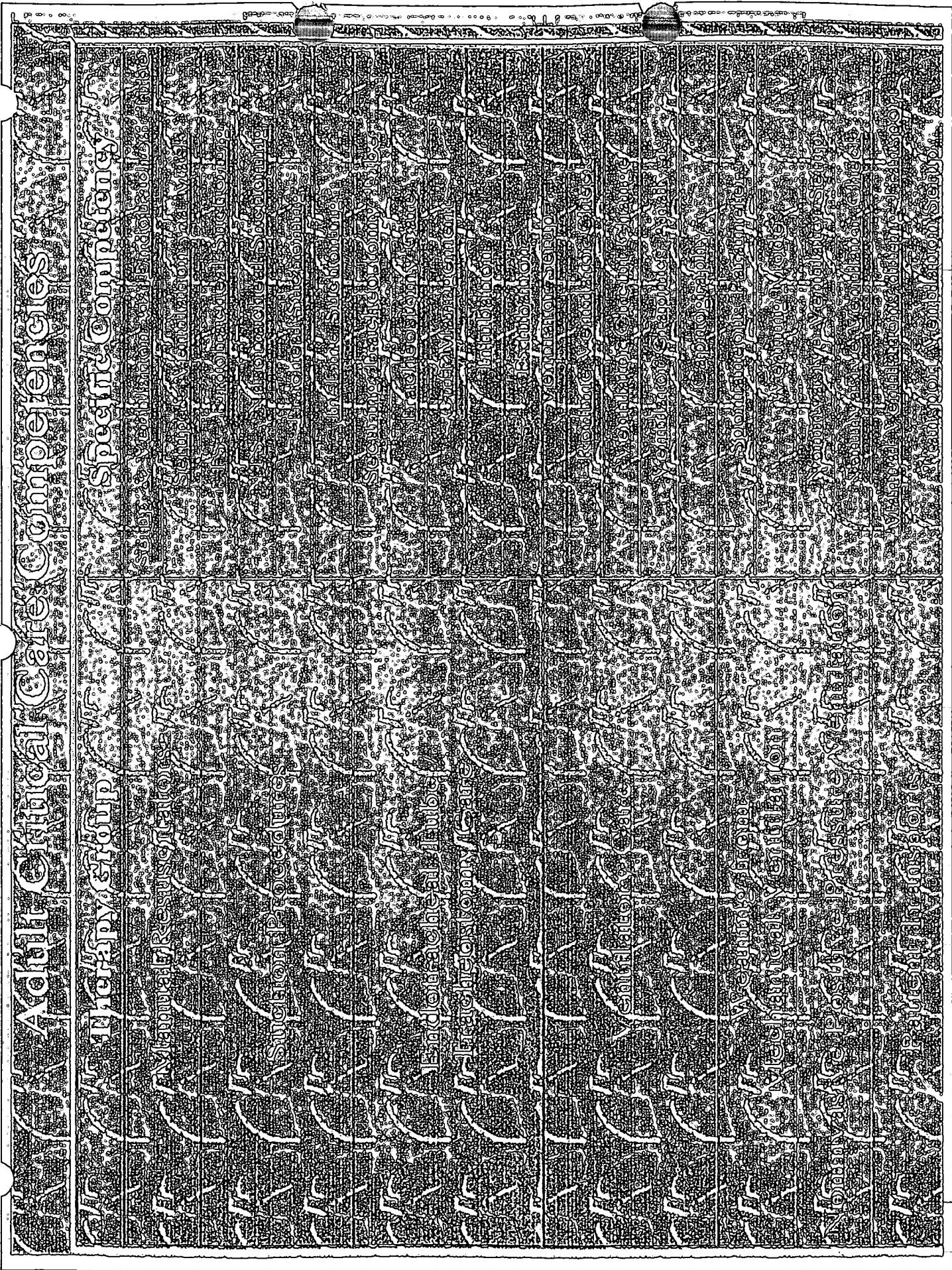
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Adult Floor Therapy Competencies

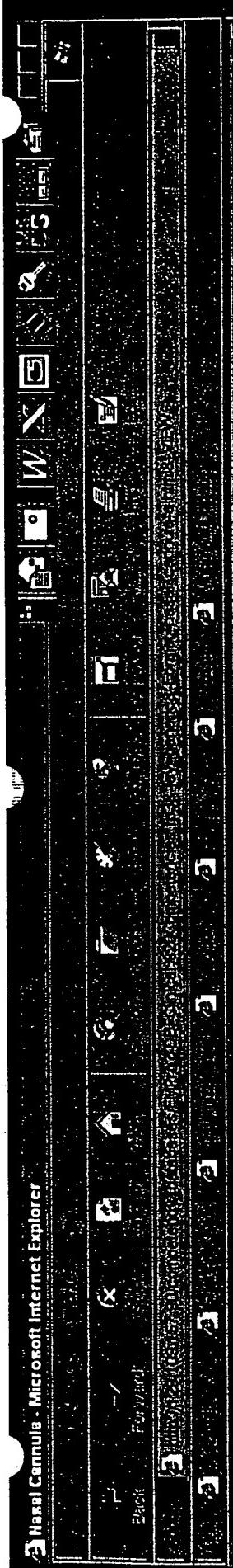
Therapy Group	Specific Competency
Patient Data	BLS - Basic Life Support Hand Washing Isolation Procedures <u>Charges</u> Vital Signs Chest Assessment Patient Assessment X-Ray Interpretation Isolation Procedures Nasal Cannula Simple Mask Partial Rebreather Non-Rebreather Venti-Mask Pulse Oximetry
Oxygen Therapy	Face Tent Face Mask Trach Collar T-Piece USN - Ultrasonic Nebulizer MDI - Metered Dose Inhaler SVN - Small Volume Nebulizer IS - Incentive Spirometry IPPB - Intermittent Positive Pressure Breathing Chest Physiotherapy Coughing Breathing Exercises Mucous Clearance Adjuncts (PEP - Positive Expiratory Pressure)
Aerosol & Humidity Therapy	
Aerosol Drug Administration	
Hyperinflation Therapy	
Bronchial Hygiene	

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Respiratory Care

Adult Floor Therapy - Oxygen Therapy - Nasal Cannula

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This evaluation was done on (date): December 25, 1998. If you leave the year space blank, current year.

Enter date as m/d/y, for example: 12/25/98 for
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Instructor:

Student

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Conditions (describe):

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Summary Performance Evaluation:
Please use the following criteria and select the appropriate pop-up menu.

- **Satisfactory** - student ready for minimally supervised application and refinement. Student performed without error or prompting, or able to self-correct, no critical errors.
- **Unsatisfactory performance** - prompting required, performed with critical errors, potentially harmful.
- **Minor** - Unsatisfactory: Student requires re-evaluation after minor deficiencies are corrected.
- **Major** - Unsatisfactory: Student requires complete re-evaluation.

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- **Major** - Unsatisfactory: Student requires complete re-evaluation.

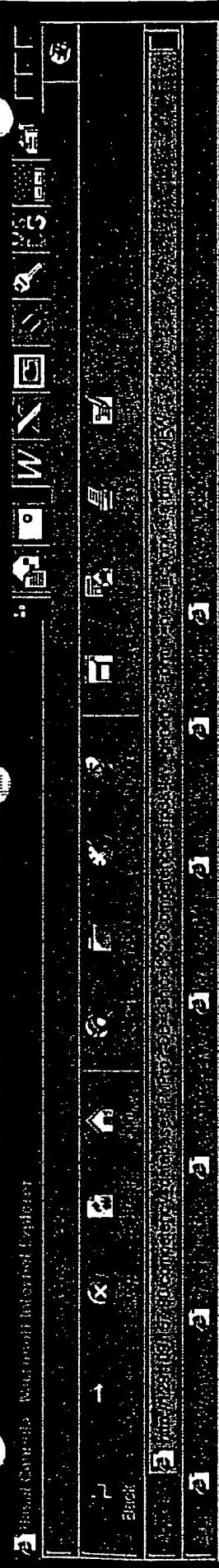
Summary Performance Evaluation:
Please use the following criteria and select the appropriate pop-up menu.

- **Satisfactory** - student ready for minimally supervised application and refinement. Student performed without error or prompting, or able to self-correct, no critical errors.
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Please use the following criteria and select the appropriate pop-up menu.

- **Satisfactory** - student ready for minimally supervised application and refinement. Student performed without error or prompting, or able to self-correct, no critical errors.
- **Unsatisfactory performance** - prompting required, performed with critical errors, potentially harmful.
- **Minor** - Unsatisfactory: Student requires re-evaluation after minor deficiencies are corrected.
- **Major** - Unsatisfactory: Student requires complete re-evaluation.

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Additional comments: include errors of omission or commission, communicative skills, and effectiveness of patient interaction.

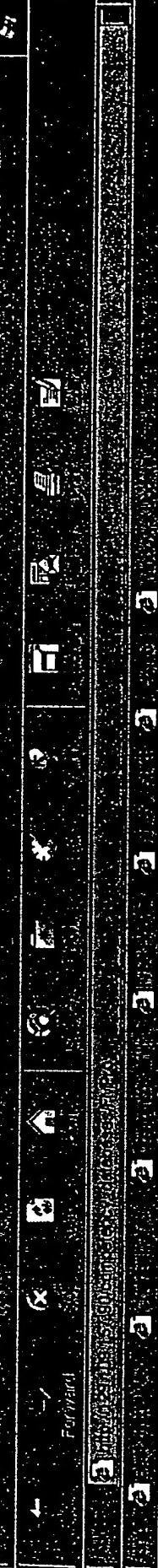
Summary performance evaluation

Please use the following criteria and

- Satisfactory - student ready for error or prompting, or able to
 - Unsatisfactory performance
 - Minor - Unsatisfactory
 - Major - Unsatisfactory

Summary Performance Evaluation:

Fig 16 F



Respiratory Care

1658

Thank you, Marilyn Childers, for filling out Stephen Fracek, Jr.'s Adult Nasal Cannula Competency Evaluation form for Monday, June 7, 1999. Your time is greatly appreciated.

Go to:

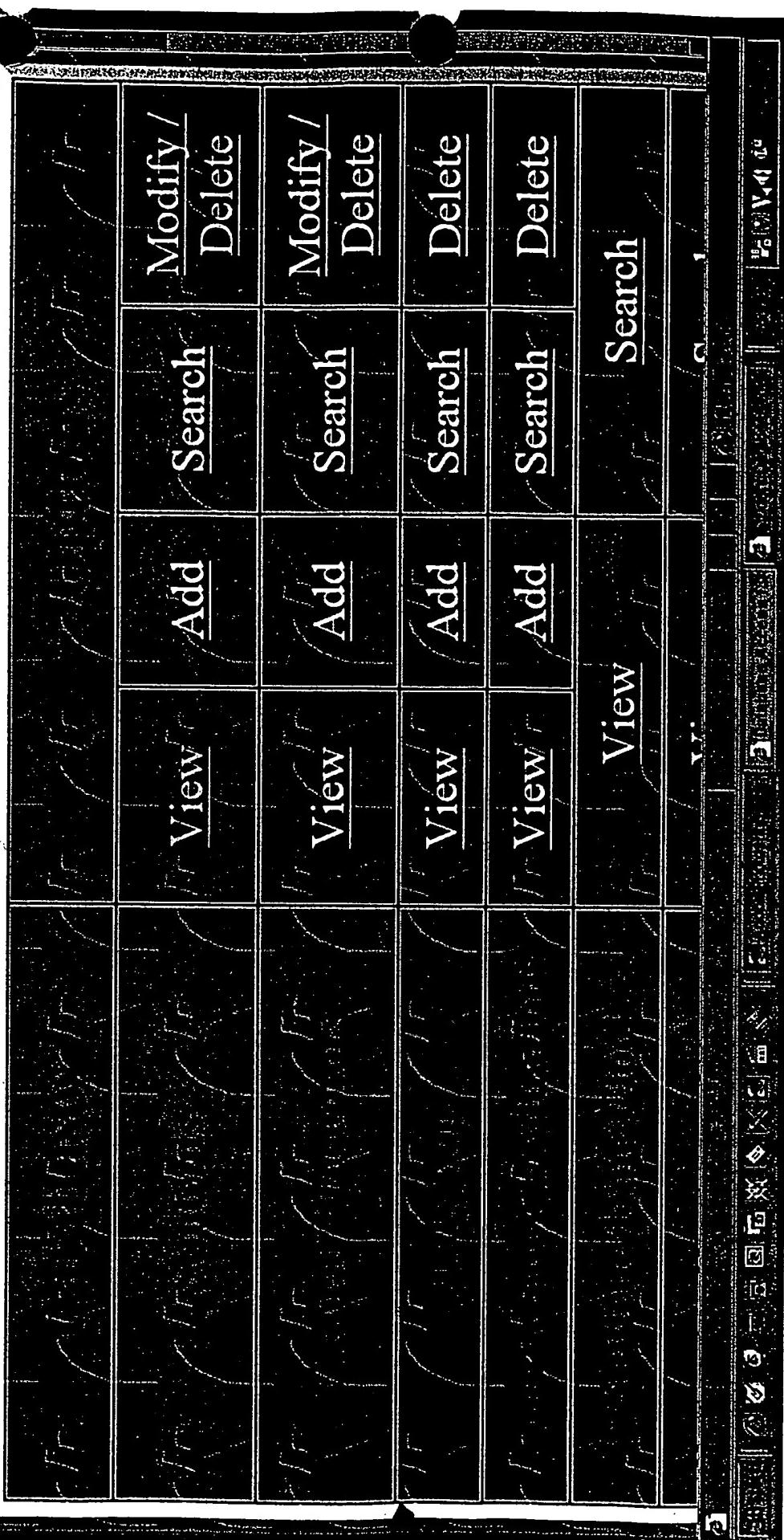
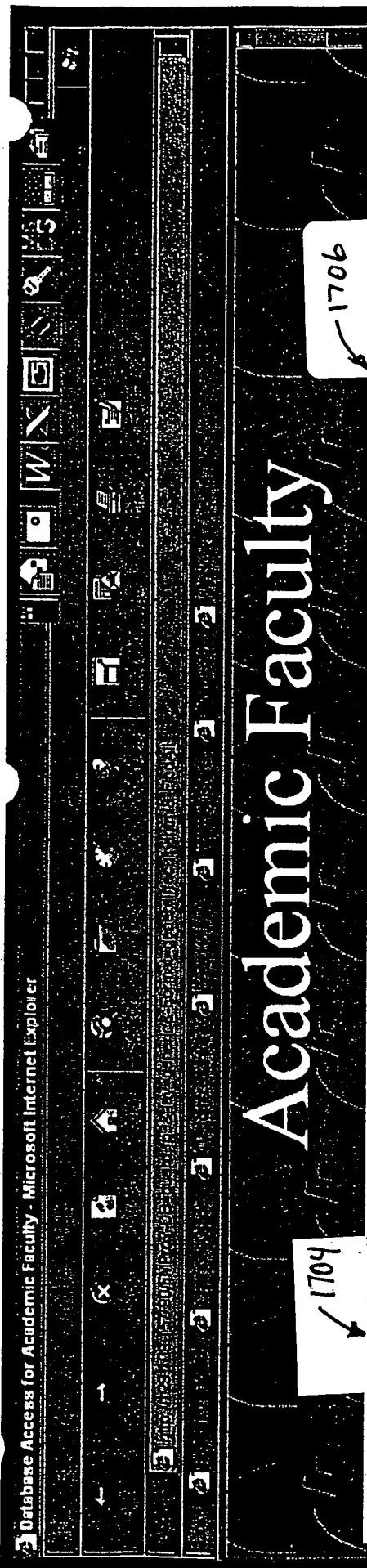
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F16.166



F16 17 A ↗ 1700

<input type="button" value="←"/>	<input type="button" value="Forward"/>
<input type="button" value="Print"/>	<input type="button" value="Email"/>
<input type="button" value="New"/>	<input type="button" value="Edit"/>
<input type="button" value="Delete"/>	<input type="button" value="Print"/>

This form is used to modify or delete the record for Marilyn Childers

- To modify this record, make the necessary changes and then click the MODIFY button.
- To delete this record click the DELETE button - WARNING - Deleted records can NOT be recovered!

First Name:

Last Name:

ID:

Email:

Address:

City:

State - (two letters):

Zip Code:

Phone Number:

The students in this Respiratory Care

Program are:

Sputum Bowl
Marilyn Childers
Eric Dao
Kim Duong
Monica Durr
Stephen Fracek, Jr.
Shaloo Grewal
Ruth Guandique
Alejandra Jimenez

F6 17B

C1710

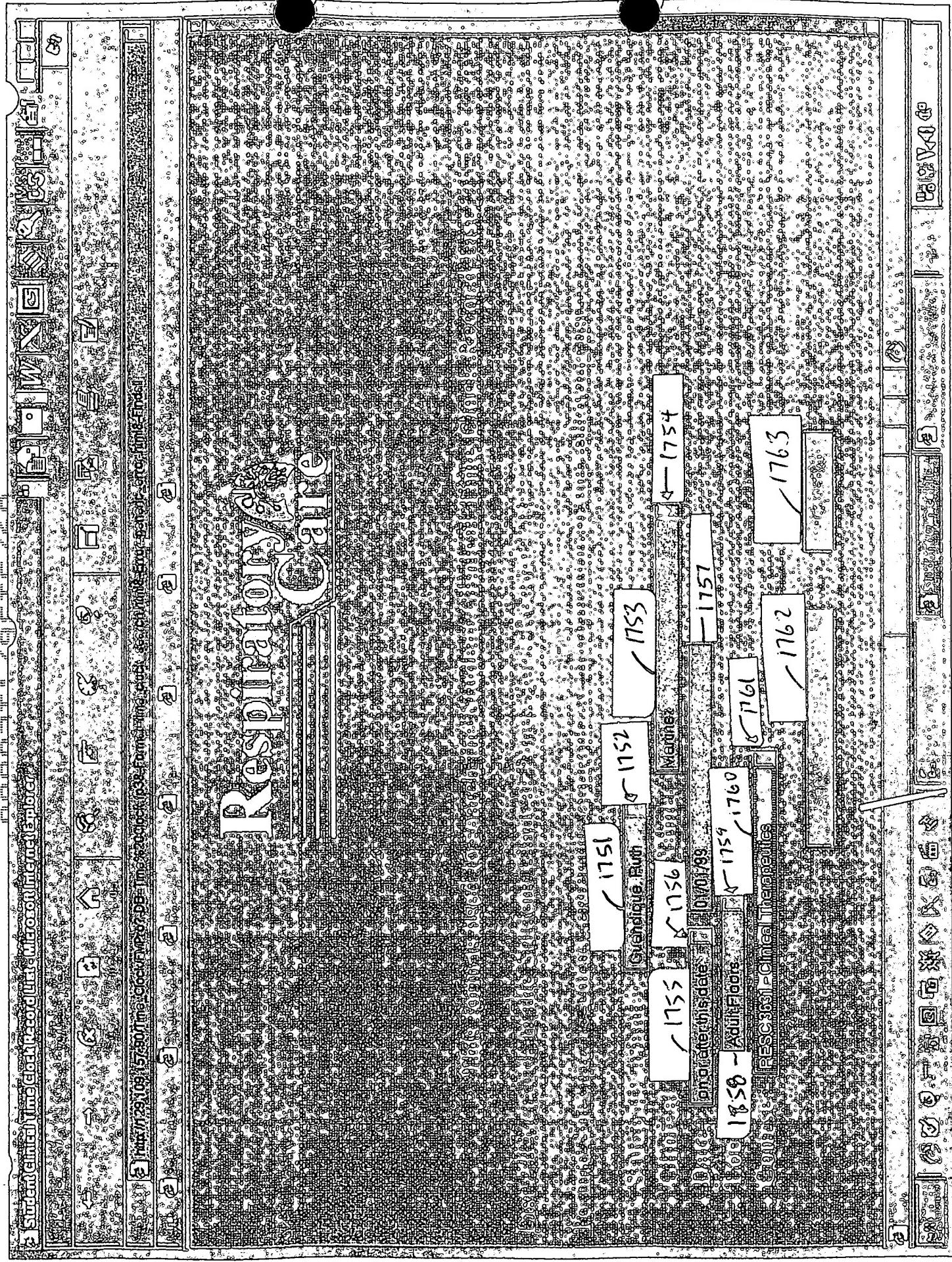
24

1140

24

1141	1142	1143	1144	1145	1146	1147	1148	1149	1140
------	------	------	------	------	------	------	------	------	------

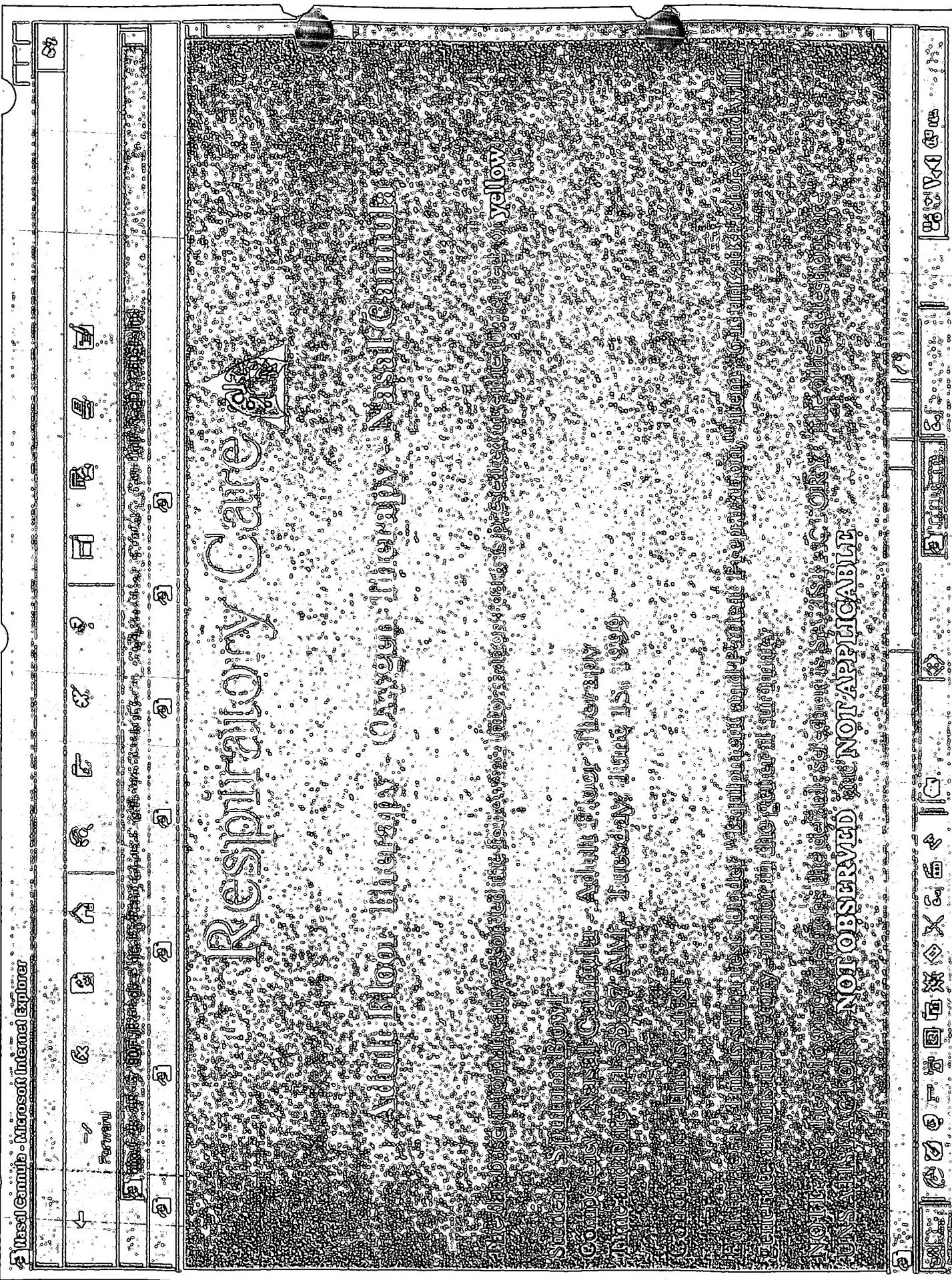
1141	1142	1143	1144	1145	1146	1147	1148	1149	1140
------	------	------	------	------	------	------	------	------	------



E16.17 D

32

1766 1767 1768 1769 1770 1771 1772



F1617F ~ 1773

36

Search the Clinical Competency Database Microsoft Internet Explorer

1 अप्रैल 2015 को विद्यालय में एक बड़ा संग्रहीत हुआ। इसमें विद्यार्थी ने अपनी जीवनी और विद्यालय की विवरण दिए।

This form is used to search the Clinical Competency Database

JST ALL RECORDS IN CLINICAL USE

- Default Sort - sort the records using the default criteria (by last name, by specific competence, by order of appearance in the Unit Rotations (Hand Washing, BLS, Vital Signs, etc.) then ascending alphabetically by the student's last name. Then by Dated by rank (adult, pediatric, neonatal) then by descending date. This is endine alphabetically by the insructor's last name.
- Custom Sort

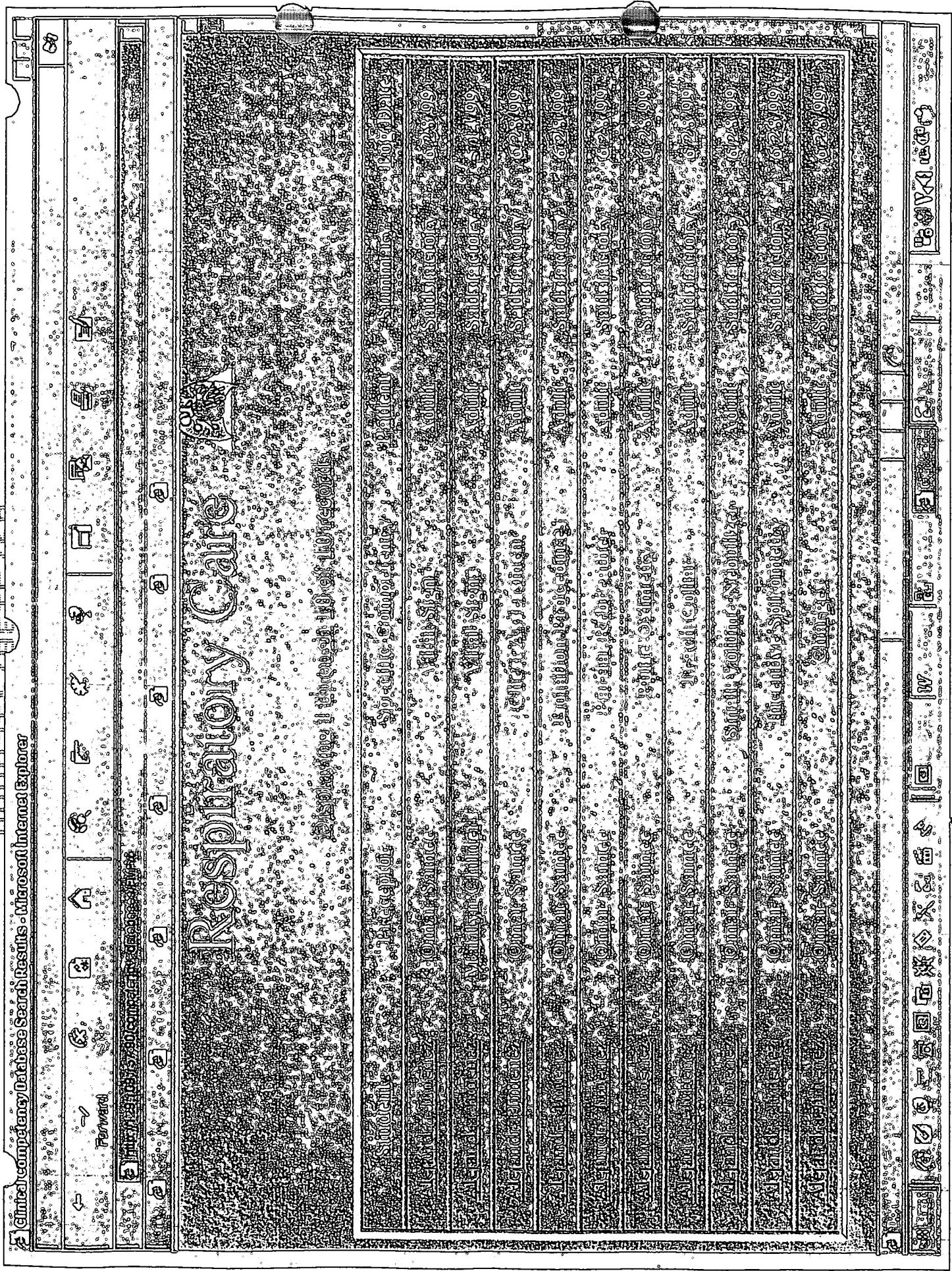
18 find Specie Records enter the information

• Student's Name:	<input type="text" value="Jiménez, Alejandra"/>
• Preceptor's Name:	<input type="text" value=""/>
• Patient:	<input type="text" value=""/>
• Date:	<input type="text" value="Select Date"/>
• Summary:	<input type="text" value=""/>
• Unit Rotation:	<input type="text" value="Select Unit Rotation"/>
• Hierachy Groups:	<input type="text" value="Select Hierarchy Group"/>
• Specific Competency:	<input type="text" value="Select Specific Competency"/>

Please specify the search strategy. **NOTE:** If you plan to use strategy 1 as presented, no changes are required. To use the default search strategy, go to the **Search Strategy** tab and click on the **Search Strategy** button. To modify the search strategy, adjust the search criteria and/or order to match your needs. The choice of the search strategy will affect the results.

وَمِنْ أَنْجَانَ الْمُنْذَرِ

40
F16717 G C 1780



1999-07-11 14:21:41

1999-07-11 14:21:41

A screenshot of a Microsoft Internet Explorer window. The title bar reads "Request for Summary of Daily Logs and Evaluations - Microsoft Internet Explorer". The main content area displays a table with two columns: "Log Type" and "Count". The table shows the following data:

Log Type	Count
Success Log	100
Error Log	0
Warning Log	0
Information Log	0
Total Log	100

The "Count" column has a tooltip "Total Log Count" displayed below it.

Respiratory Care

RESC 3631 Clinical Therapeutics

Summary of Daily Logs and Evaluations

This database was last updated at 9:47:13 AM on 6/8/99

I want the daily log and evaluation for:

1806

Please be patient. The search and retrieval may take a few seconds. Thank you.

F16 18A t 1800

Student: Dao, Eric

Date: 6/8/99

Time: 9:47:13 AM

- 1816 -

二〇一九年

PROCEDURES: OBSERVATIONS: PERFORMANCES EVALUATIONS

Patient Data

卷之三

		Oxygen Therapy	
Vital Signs	16	8	2
Chest Assessment	15	68	1
Patient Assessment	15	56	1
Isolation Procedures	12	60	1
Nasal Cannula	7	34	1
Simple Mask	3	25	1
Venti-Mask	4	5	1
Partial Rebreather		6	1
Non-Rebreather	1	1	1
Pulse Oximetry	12	11	1
Cylinder Transport		58	1

100

卷之三

10

1

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25

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E 161 18 B

20

Student Faculty Staff Other

Spriatory Care Program Resource Survey - Microsoft Internet Explorer

File Edit View Favorites Help

Back Forward Stop Refresh Home Search Favorites History Channels Full Screen Mail Print

Links Address http://129.109.157.90/Surveys/student_lake_results.html

STUDENT PROGRAM RESOURCE SURVEY RESULTS

University of Texas Medical Branch- School of Allied Health Sciences- Department of Respiratory Care

CERTIFIED ELIGIBLE PROGRAM NUMBER: 100000
REGISTRY ELIGIBLE PROGRAM NUMBER: 200000

1102

The purpose of this survey instrument is to evaluate our program resources. The data compiled will aid the program in an ongoing process of program improvement.

This survey is for the Summer semester of 1999.

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Select the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please select Not Applicable.

Done Start Stop Back Forward Microsoft Outlook Student - Respiratory ...

1100 1101 1102

File	Edit	View	Program	Resource	Survey	Microsoft Internet Explorer
Back	Forward	Stop	Home	Search	Favorites	Help
Links	Address	[?] http://128.109.157.90/Surveys/student_fake_results.html				

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Select the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please select Not Applicable.

5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree NA = Not Applicable

Total Number of Surveys: 20

I PERSONNEL RESOURCES (PROGRAM FACULTY)

A. FACULTY TEACH EFFECTIVELY

1. In the classroom

Number of Responses for this item:

Number of Responses for this item:

2. In the laboratory

Number of Responses for this item:

3. In the clinical area

Number of Responses for this item:

1904

1906

1908

1910

1905

1907

1911

1906

1908

1912

1907

1909

1913

1908

1910

1914

1909

1911

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1913

1917

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1914

1918

1913

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1920

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1917

1921

File 161 16B

55



2000

STUDENT PROGRAM RESOURCE SURVEY

University of Texas Medical Branch - School of
Allied Health Sciences - Department of
Respiratory Care

CERTIFIED ELIGIBLE PROGRAM
NUMBER: 100000
REGISTRY ELIGIBLE PROGRAM
NUMBER: 200000

DO NOT USE "2000" OR "2004"

The purpose of this survey instrument is to evaluate our program resources. The data compiled will aid the program in an ongoing process of program improvement.

I am a Select Select Year This survey is for the Select Semester Select Semester of

2004

2004

2002

2002

2004

FIB 20 A

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Select the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please select Not Applicable.

A
2002

5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree NA = Not Applicable

2002

I. PERSONNEL RESOURCES (PROGRAM FACULTY)

2008

A. FACULTY TEACH EFFECTIVELY:

1. In the classroom 5 4 3 2 1 NA
2. In the laboratory 2010 5 4 3 2 1 NA
3. In the clinical area 5 4 3 2 1 NA

B. FACULTY NUMBER IS ADEQUATE:

2008

4. In the classroom 5 4 3 2 1 NA
5. In the laboratory 5 4 3 2 1 NA
6. In the clinical area 5 4 3 2 1 NA

C. FACULTY MEMBERS HAVE GOOD RAPPORT WITH STUDENTS.

2008

2010

-
- 5
-
- 4
-
- 3
-
- 2
-
- 1
-
- NA

D. FACULTY MEMBERS ARE WILLING TO HELP STUDENTS WITH ACADEMIC NEEDS.

-
- 5
-
- 4
-
- 3
-
- 2
-
- 1
-
- NA

E. FACULTY ENSURE STUDENT REPRESENTATION ON THE ADVISORY BOARD.

-
- 5
-
- 4
-
- 3
-
- 2
-
- 1
-
- NA

Comments:

[Large empty rectangular box for comments]

FIG 20 B

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Select the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please select Not Applicable.

5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree NA = Not Applicable

II. PHYSICAL RESOURCES

A. INSTRUCTIONAL RESOURCES: CLASSROOMS

1. Are adequate in size. ↗ 2008 ⌂ 5 ⌂ 4 ⌂ 3 ⌂ 2 ⌂ 1 ⌂ NA
2. Have adequate lighting. ↗ 2008 ⌂ 5 ⌂ 4 ⌂ 3 ⌂ 2 ⌂ 1 ⌂ NA
3. Contain adequate seating. ⌂ 5 ⌂ 4 ⌂ 3 ⌂ 2 ⌂ 1 ⌂ NA
4. Have adequate ventilation. ⌂ 5 ⌂ 4 ⌂ 3 ⌂ 2 ⌂ 1 ⌂ NA
5. Are provided with appropriate equipment to support effective instruction. ⌂ 5 ⌂ 4 ⌂ 3 ⌂ 2 ⌂ 1 ⌂ NA

B. INSTRUCTIONAL RESOURCES: LABORATORY

1. Is adequate in size. ↗ 2008 ⌂ 5 ⌂ 4 ⌂ 3 ⌂ 2 ⌂ 1 ⌂ NA
2. Has adequate lighting. ⌂ 5 ⌂ 4 ⌂ 3 ⌂ 2 ⌂ 1 ⌂ NA
3. Has adequate seating. ⌂ 5 ⌂ 4 ⌂ 3 ⌂ 2 ⌂ 1 ⌂ NA
4. Has adequate ventilation. ⌂ 5 ⌂ 4 ⌂ 3 ⌂ 2 ⌂ 1 ⌂ NA
5. Is equipped with the amount of equipment necessary for student performance of required laboratory exercises. ⌂ 5 ⌂ 4 ⌂ 3 ⌂ 2 ⌂ 1 ⌂ NA
6. Is equipped with the variety of equipment necessary for student performance of required laboratory exercises. ⌂ 5 ⌂ 4 ⌂ 3 ⌂ 2 ⌂ 1 ⌂ NA

FIG 20C

7. Is equipped with the amount of supplies necessary for student performance of required laboratory exercises.

2010
5 4 3 2 1 NA

8. Is equipped with the variety of supplies necessary for student performance of required laboratory exercises.

5 4 3 2 1 NA

9. Activities prepare the student to perform effectively in the clinical setting.

5 4 3 2 1 NA

10. Is accessible to students outside regularly scheduled class times.

5 4 3 2 1 NA

Comments:

2012

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Select the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please select Not Applicable.

2012 5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree NA = Not Applicable

III. LEARNING RESOURCES

A. LIBRARIES (SCHOOL AND AFFILIATES)

1. The program faculty and/or the library personnel, offer orientation and demonstration of the library services.

2010
5 4 3 2 1 NA

FIG. 20 D

2. The institutional library personnel provide assistance to the students when needed.

✓ 2008 ✓ 2010
5 4 3 2 1 NA

3. The libraries provide sufficient materials to support classroom assignments.

5 4 3 2 1 NA

4. The library hours are convenient to student schedules.

5 4 3 2 1 NA

5. Program assignments require the use of library resources.

5 4 3 2 1 NA

B. STUDENT INSTRUCTIONAL SUPPORT SERVICES (TUTORS, COMPUTER LAB. ETC.)

1. Tutors provide assistance to the students when needed.

5 4 3 2 1 NA

2. Audiovisual and computer equipment are available to students for class assignments and activities.

5 4 3 2 1 NA

3. Computer resources are adequate to support the curriculum.

5 4 3 2 1 NA

4. Student Instructional Support Services are open an adequate number of hours.

5 4 3 2 1 NA

✓ 2010

Comments:

2012

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Select the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please select Not Applicable.

5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree NA = Not Applicable

FIG 206

2008
↙

IV. CLINICAL RESOURCES

A. CLINICAL ROTATIONS

1. Facilities

- a. The clinical facilities offer an adequate number of procedures for the student to meet clinical objectives.

↙ 2010
✓

○ 5 ○ 4 ○ 3 ○ 2 ○ 1 ○ NA

- b. The clinical facilities offer an adequate variety of procedures for the student to meet clinical objectives

○ 5 ○ 4 ○ 3 ○ 2 ○ 1 ○ NA

- c. The clinical facilities provide a variety of current equipment.

○ 5 ○ 4 ○ 3 ○ 2 ○ 1 ○ NA

2. Experiences

- a. Each clinical rotation is of sufficient length to enable the student to complete clinical objectives.

○ 5 ○ 4 ○ 3 ○ 2 ○ 1 ○ NA

- b. Clinical rotations are sufficient to provide overall equivalent competencies for all students.

○ 5 ○ 4 ○ 3 ○ 2 ○ 1 ○ NA

B. CLINICAL INSTRUCTION

1. Students are adequately oriented to assigned clinical areas, and procedures.

↙ 2010

○ 5 ○ 4 ○ 3 ○ 2 ○ 1 ○ NA

2. Clinical instructors are sufficiently knowledgeable to provide student instruction.

○ 5 ○ 4 ○ 3 ○ 2 ○ 1 ○ NA

3. Clinical instructors direct the students in completing the assigned objectives.

○ 5 ○ 4 ○ 3 ○ 2 ○ 1 ○ NA

F16, 20F

4. Clinical instructors are consistent in their evaluation of student performance.

5 4 3 2 1 NA

5. Clinical instructors are readily available to assist students when needed.

5 4 3 2 1 NA

Comments:

2012

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Select the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please select Not Applicable.

5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree NA = Not Applicable 2002

V. PHYSICIAN INTERACTION

A. Physician/student interaction facilitates the development of effective communication skills between physicians and students.

5 4 3 2 1 NA

B. Physician contact is sufficient to provide the student with a physician perspective of patient care.

5 4 3 2 1 NA

C. Overall student exposure to physicians in the program is adequate.

5 4 3 2 1 NA

Comments:

2012

FIG 20G

VI. ADDITIONAL COMMENTS

How long have you been a student in the program?

OVERALL RATING:

Please rate the OVERALL quality of the resources supporting the program.

(Select one)

- 5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1
= Poor

Based on your experience, which program resources provided you with the most support?

2012

Why?
2012

Based on your experience, which program resources could be improved?

2012

How?

2012

FIG. 2014

Please provide comments and suggestions that would help to improve the overall resources of the program.

2012

2014

2016

Thank You!

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